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Author(s): Adam Keen

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**Exploring the Potential of a Writing  
Group to Encourage Academic Staff  
and Postgraduate Students to Publish**

Adam Keen

Dissertation submitted to the University of Liverpool  
for Degree of Master of Education in Professional  
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## **Abstract**

The aim of this research dissertation is to explore the potential of a writing group to encourage post graduate students and academic members of staff to publish. Writing for publication is identified as a desirable, if not essential, element of personal and organisational development.

A triangulated survey is presented based on the interpretivist research paradigm. The methods used included a self administered questionnaire which provided quantitative and qualitative data. The design of this instrument was informed by the use of focus groups. In addition, five semi-structured interviews were conducted. Analysis for the quantitative element of the study was based on the provision of descriptive statistics and non-parametric comparisons. Microanalysis and axial coding as described by Strauss & Corbin (1998) were applied to qualitative data sources, in order to identify data categories and their associated properties. Triangulation was based on the notion of data completeness as opposed to data confirmation.

The results of the study show that writing groups have a significant potential to encourage those interested in writing for publication. However, the concepts of motivation and time have a major impact on those expressing an interest in becoming involved in writing for publication. It is therefore concluded that writing groups do not represent a panacea, but rather should be implemented as one of many support strategies used.

This work is original and has not been submitted previously in support of any other qualification or course.

Signed:\_\_\_\_\_

*For Shirley (once again); eternity and beyond*

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## Introduction

It has been said that nurses are continually writing in one form or another (Taylor et al, 2005). Yet, a review of the literature identifies that there exists a shortage of nurses writing for publication (Albarran & Scholes, 2005; Driscoll & Driscoll, 2002; Nelms, 2004). The development of academic writing, including writing for publication has several advantages: First, there is evidence to suggest that the support of academic writing may increase research productivity (Lee & Boud, 2003), faculty esteem (Baldwin & Chandler, 2002), and through increased publication, institutional kudos (Baldwin & Chandler, 2002; Teijlingen & Hundley, 2002). Second, evidence indicates that through the development of faculty, the writing skills of students may be enhanced. Indeed Murray (2002) suggests that most academics have not received any formal training in academic writing and have in the main developed their own skills through a process of trial and error. Given the uncertain nature of this approach it can be argued that there is a need for continued staff development.

Third, central to modern nursing practice and therefore nurse education, is the notion of evidence based practice. Fonteyn (2005) links the development and dissemination of research through publication to improved critical thinking within clinical practice. Accepting that it is vital for nurses to continually develop the body of knowledge from which practice is informed, nurses must continually seek to disseminate knowledge through publication.

Fourth, the dissemination of academic writing through publication represents an established quality measure of Higher Education Institutions (Roberts, 2003). Furthermore, the publication of research can, through the Research Assessment Exercise (RAE) directly impact on the funding of Higher Education Institutions (HEI) (RAE 2008 online). This has influence to the research strategy of any HEI. In short, continued academic writing for publication can be shown to be both a quality marker and a source of income for HEI's. Consequently, measures that have the potential to increase the output of academic publications should be explored to establish whether they can have a positive effect.

This study aims to investigate the potential for a writing group to encourage academic and clinical staff to publish their work. From this aim, and a comprehensive review of related literature, four research questions were derived to form the objectives of the project along with three associated hypotheses (see below). Leech (1989) defines the term ‘hypothesis’ as a “logical supposition”. Hypotheses are never proven nor disproved; only supported or rejected (Leech, 1989). A summary is provided below of the research these objectives and associated hypotheses. Combined with the aim of the project they form a statement of the proposed project scope.

### *Research Questions*

1. What interest do academic staff and post-graduate students have in regard to academic writing?
2. What are the perceived obstacles to becoming involved in writing for publication?
3. Do academic staff and post-graduate students want to become involved in a writing group?
4. What types of support would those interested in the writing group expect to receive and provide?

### *Hypotheses*

1. Academic staff and post-graduate students are interested in writing for publication.
2. Both organisational and affective factors act as obstacles to writing for publication.
3. The writing group as a method of peer support for academic writing is a valued notion.

# Literature Review

## Method

Carroll & Swatman (2000) stress the importance of a literature review in the planning stages of any research endeavour; this is placed within the context of building a conceptual framework on which to balance the interests of effectiveness and efficiency. They argue that the review should be multidisciplinary in order to gain a broader perspective of the subject under study. Denscombe (1998) and Blaxter, Hughes & Tight (2001) stress the importance of maintaining the review throughout the project life cycle. Consequently an extensive review of related literature was conducted in order to formulate a conceptual framework for supporting those wanting to write for publication, both within nursing and the wider multidisciplinary context. The conceptual framework is summarised in Appendix 1 and an exploration of the methods and literature used is now provided. The literature review concludes with a definition of key terms used within the study.

An initial literature search was conducted on several databases (CINAHL, Emerald Abstracts, Aslib, Infotrac, Blackwell Synergy) and Internet search engines (Yahoo, Ask, Google, Excite & AltaVista). Search terms included: writing groups; collaborative writing; writing for publication; academic writing; and academic productivity. From this initial search a wealth of literature was identified in relation to writing for publication. From this it is possible to see how publishing is portrayed as essential to the advancement of the nursing profession (Driscoll & Driscoll, 2002; Nelms, 2004) and crucial to career development (Hollis, 2001; Burnard, 1995). The support of potential authors is therefore a prominent theme within the literature, and it is possible to identify a large number of 'How-to' style guides, offering guidance on how to develop papers for print and intended to encourage potential authors to write (Driscoll & Driscoll, 2002; Burnard, 1995; Wells, 2000; Ellard, 2001; Plaisance, 2003; Burnard, 2004, Murray, 2005).

## The Pressure for Nurses to Publish

Nurse educators are under considerable pressure from the academic regime to publish, especially where publication is related to research (Burnard, 1995; Teijlingen & Hundley, 2002; Lee & Boud, 2003). Equally increasing is the pressure for clinicians to become involved in academic writing, including writing for publication (Taylor et al, 2005). Whilst the specific drivers for the pressure applied may vary, it is possible to identify several related influences and parallel themes within the literature.

Burnard (1995) identifies a link between the pressure for nurse educationalists to write for publication and governmental audit on productivity. Currently the perceived need to perform well in the Research Assessment Exercise (RAE) exerts much of this pressure (Traynor & Rafferty, 1999; Teijlingen & Hundley, 2002, Roberts, 2003). The RAE is an audit that seeks to identify a Universities research activity through the examination of a department's research output (Traynor & Rafferty, 1999). In application, it is assumed that research output can be directly measured by a departments total publication output. Performance within the RAE has direct implications to a department's research strategy through financial awards, and hence research that is not published does not contribute to a departments future funding. Equally, the RAE exerts significant influence on institutional credibility. This is essential to both the marketing of courses and in attracting expert staff, particularly those seeking to work in a research active environment (Cleverly, 1998).

Within the RAE, institutions can score different ratings dependent on the assessed quality of research output, as judged by a process of peer review (Department for Education and Skills [DfES], 2003). In part this judgment is based on whether research output is deemed to be of national or international excellence. Teijlingen & Hundley (2002) identify the "Impact Factor" of a particular journal as an important quality criterion used in the RAE. The "impact factor" relates to the typical number of citations made from the "average article" within a specific journal source. Consequently, there exists a potential pressure for authors to aim for journals that carry the highest impact factors. Such an approach can lead to poor targeting of

journals and prevent or delay publication (Teijlingen & Hundley, 2002; Murray, 2005, Driscoll & Driscoll, 2002).

Writing for publication is considered essential to the advancement of the profession (Driscoll & Driscoll, 2002; Nelms, 2004) and important to career development (Hollis, 2001; Burnard, 1995, Taylor et al, 2005). It has been argued that the public dissemination of research findings is the final stage of any research project (Burnard, 1995), and it can be viewed that it is only through the publication of research findings that any individual project can contribute to the total body of knowledge of any given discipline. Paul (2002) advocates that a body of knowledge is central to a developing profession. Nursing represents a fledgling academic domain, and as such the body of knowledge associated with nursing remains in its infancy and requires further growth.

Taylor et al (2004) argue that clinical nurses are now also beginning to feel pressure in regard to the need to publish. They argue that this new pressure is connected to the cultural change caused by a move of nurse education into the higher education sector. However, with the increased emphasis on the development of evidence-based practice a more practically based pressure exists – to establish a defensible rationale for specific nursing care practices.

Once writing for publication was perceived as the role of the academic, and therefore detached from practice, this notion is now being challenged (Driscoll & Driscoll, 2002; Nelms, 2004; Plaisance, 2003). With the need for practice to be defensible comes the need for practice to be based on an accepted body of knowledge, this is reflected within the clinical governance cycle. Indeed, much has been written around the theory-practice divide and how this relates to evidence based practice (Upton, 1999; Rolf, 1998; Higginson, 2004). Emphasis is often given to the need for “evidence” based on the premise of research alone. However, it is also important to remember the role of clinical judgement in the application of research evidence to specific clinical scenarios. This requires nurses to possess analytical skills, to question research and challenge specific bias and any generalisations made within reported findings. Subsequently, there exists a pressure for nurses to develop publications that focus on an analysis of literature and the use of theory through specific case examples,

thus providing valuable narratives of how research may be applied to practice, and contributing to the body of knowledge as a whole.

It can be said that pressure exerted on academic and clinical staff to publish is in consequence of three interconnected influences. First, the development of nursing from a ritually based vocation to an emerging profession has created a need for a body of knowledge. As new practices develop new evidence is required to defend the care provided, highlighting the influence of legal liability, and the limitations of the existing knowledge base. Second, pressure from governmental sources to increase productivity can influence both academics and clinicians to evidence achievement and progress through publication. Finally, the move of nursing into higher education has led to a cultural change in the outlook of both those responsible for education provision and the learners involved.

## Barriers to Writing & the Need for Support

The literature identifies numerous barriers to writing for publication (Taylor et al, 2004; Baldwin & Chandler, 2002, Murray, 2002; Bragadóttir, 1998). Yet, surprisingly little research can be identified in relation to this topic. This is unexpected given the difficulty scholarly journals report in attracting papers of suitable quality for publication (Nelms, 2004; Birchenhall, 1997). Driscoll & Driscoll (2002, page 146) identify four questions that challenge the aspiring writer. These questions are:

- Can I write already?
- What should I write about?
- Who is going to read it?
- How should I write it?

The first question relates to personal confidence. Driscoll & Driscoll (2002) identify that authors may question whether they have the ability to write for publication; this is well supported in other texts (Nelms, 2002; Murray, 2005; Bragadóttir, 1998). The second question relates to difficulty in identifying and developing suitable ideas for publishable papers. Again this represents a recurrent theme in descriptive papers on

how to go about writing for publication (Driscoll & Driscoll, 2002; Burnard, 1995; Wells, 2000; Ellard, 2001; Plaisance, 2003; Burnard, 2004; Murray, 2005). Interestingly, Bragadóttir (1998) offers a counter argument based on the observation that the quantity of nursing research is significantly higher than that published. Inherent in this argument, supported by the research of Hicks (1993, 1995) and Augustsdóttir et al (1995), is the assertion that nurses are not short of ideas suitable for publication, but lack the ability to move forward to the final stage of the research process – dissemination.

In the third question suggested by Driscoll & Driscoll (2002), the need to overcome the problem of appropriate journal selection and intended target audience is considered. This is a key factor in the rejection of many manuscripts submitted for publication (Albarran & Scholes, 2005; Plaisance, 2003; Teijingen & Hundley, 2002; Ellard, 2001; Burnard, 1995). The final question, “How should I write it?” reflects uncertainty related to the writing process itself and consequently encapsulates numerous other obstacles to the writing process; as such it is worthy of a more detailed analysis.

It is recognised that most academic journals require a specific layout and writing style. This is logical given the commercial nature of journals and the need to address the specific requirements of a target audience. Consequently, most journals include a section offering guidance for authors (Driscoll & Driscoll, 2002; Murray, 2005). According to Murray (2005) and Ellard (2001) many authors do not follow the guidance provided, thus questioning the ability of potential authors to help themselves.

It can be argued that the “how-to write” question is also connected to the structural and language components of writing. Once again this issue is well catered for within the literature. For example, numerous style guides can be identified within the “how-to” literature for differing types of publication, especially research papers (Albarran & Scholes, 2005; Burnard, 1994 & 2004; Wells, 2000). However, editors of journals continue to report that prospective authors fail to develop manuscripts in a format suitable for print (Driscoll & Driscoll, 2002; Albarran & Scholes, 2005). This perhaps



indicates that the provision of information alone is insufficient to support potential authors.

Despite the plethora of literature related to writing for publication, it can be argued that a further problem related to the “how-to” question exists: that of supporting author development. Specific guidance may be required to help facilitate potential authors to develop content and retain a realistic scope to the project being developed. After all content development goes beyond the identification of a suitable idea and format. The “how-to write” literature requires authors to interpret and apply the information provided; support is subsequently repetitious and limited to an author’s ability to apply generalisations to an individual writing project (see Box 1). Murray (2002) identifies this limitation by stating the tendency for publications to “offer problem solving approaches, demystifying, though oversimplifying writing development” (Page 230).

Here it is possible to draw parallels to the supervision of research. The role of research supervisor is multifaceted and may differ depending on the institutions involved (Blaxter, Hughes & Tight, 2001). However, common aspects of supervision include the roles of individualised support and professional/academic guidance. The supervisor is seen as having a degree of in-depth knowledge on the subject been researched and (or) the research process. The goals of supervision are primarily intended to lead to improved research methods, enhanced student learning, and more ethical research approach (Jones, 1999; Marland & Lyttle, 2002). It can be argued that these goals are also suited to writing for publication; seeking to improve writing skills, individual professional development, and ethical writing practice.

Baldwin & Chandler (2002) consider the support needs of academics working within higher education and cite the House model of classifying social support (House, 1981). This model describes four categories of social support: instrumental, emotional, informational and appraisal. As previously identified, the “how-to write” literature is based on the provision of informational support. This type of support is not inherently useful, requiring authors to utilise the information to help themselves (Baldwin & Chandler, 2002). Emotional and instrumental support types require the direct intervention of a third party to provide assistance. This may be in the form of

building confidence and self-esteem or the provision of time and resources to write. Appraisal support involves providing feedback to an individual. It is therefore similar to instrumental support in that the onus is on the individual to make an analysis of information provided prior to initiating change.

### *Figure 1*

#### Common generalised comments found within the “How-to Write” Literature

1. Identify your target audience.
2. Select a specific journal based on the audience provided.
3. Follow the “Information for authors and contributors” guidelines for the specific journal targeted.
4. Ensure the topic is of relevance to the target audience.
5. Conduct a thorough literature review on the selected topic.
6. Allocate time to write and be disciplined in the use of this time.
7. Plan your manuscript carefully e.g. title headings.
8. Avoid procrastination – start writing early.
9. Use plain English – avoid professional jargon.
10. Keep it short (usually 2000 – 3000 words).
11. Proof read your work carefully for accuracy and errors in spelling and grammar.
12. Canvas the opinion of others.
13. Ensure referencing is complete and accurate.
14. Submit the manuscript to one journal at a time.
15. Do not be disheartened by initial rejection – where recommended make changes in prompt time.
16. Stay motivated.

(Adapted from: Driscoll & Driscoll, 2002; Plaisance, 2003; Bragadóttir, 1998; Web, 2005; Ellard, 2001; Rosenfeldt, Dowling, Pepe, and Fullerton, 2000; Newell, 2000)

Given, the written guides on how to write for publication only meet the need for informational support, providing generalised advice for potential authors (see Box 1). It is possible to argue that other more specific support strategies are required by

individuals seeking to publish. Murray (2002) identifies the advantages of such an approach through a descriptive case study. She concludes that a framework for writing development comprising of a formal course for cognitive development, and a writers group for affective development, may facilitate overall writing development. This illustrates how various strategies may be used to provide more individualised support for potential authors.

## Support Strategies

It is evident when considering the pressures and obstacles that exist in regard to clinicians or nurse academics becoming involved in writing for publication, that there is a need for continued professional development. Within Higher Education such professional development is described as ‘Staff and Educational Development’ (SED) and has been defined by Kahn & Baume (2003, p.1) as:

“the systematic and scholarly support for improving both educational processes, and the practices and capabilities of educators”.

For nurses the concept of lifelong learning is more familiar; as defined by Dave (1976, as cited in Gopee, 2001, p.608).

“A process of accomplishing personal, social and professional development throughout the lifespan of individuals in order to enhance the quality of life of both individuals and their collectives”

Both concepts relate to the individual, albeit SED relates predominantly to the need for recognised formal support in order to enhance the individual’s professional skills. Lifelong learning relates to growth on a wider level than SED, and reflects the equal importance of the personal and social domains of learning (Gopee, 2001). Support for lifelong learning is termed ‘Lifelong Education’. Knaper & Cropley (2000, as cited in Gopee, 2001) describe adults involved in life long education to be intentional, goal driven, and self motivated learners. This description has undertones of self directed learning and andragological theory as describe by Knowles (1975).

Within the authors experience there is a common reliance on self directed learning as a strategy for enhancing academic writing skills within higher education. Although several initiatives for the improvement of faculty academic writing skills have been reported within literature (Murray, 2001; 2002; Taylor et al, 2004; Tierney, 2003; Baldwin & Chandler, 2002; Davidhizar & Cosgrave, 1997), there is currently no such formal recognition for the need for support within the authors workplace. Given the assessment by Cleverly (1997) of the financial ramifications of failing to compete within RAE assessment are potentially disastrous, there exists a strong argument that methods to improve academic writing output should become a strategic imperative for nursing departments. The literature related to writing for publication identifies several strategies for providing support; these are now considered in turn.

### *Academic Writing Courses*

Murray (2001) in an evaluation of a taught module on academic writing identifies numerous advantages to providing formal support for writing development. The evaluation described is based on three methodological approaches: thematic analysis of completed reflective assignments, exit interviews and 6-month post exit interviews. Her findings show several interesting observations.

Firstly, the majority of the students (all of which were lecturers) reported no prior formal training in academic writing, referring to previous learning by “trial and error”. Murray argues that such an approach is not uncommon and that this may impact on our ability to teach academic writing skills. Indeed the phenomenological study by Whitehead (2002), investigating the development of academic style within a student nurse population would seem to support this notion. In this small scale study students reported feeling uncertain in their ability to write academically, a problem compounded through unreliable and often conflicting advice given by academic staff. This also ties in well with Murray’s second finding; that the students within the academic writing course were able to draw connections between their learning and the teaching of others. To illustrate this Murray describes how several students had experimented with a number of the strategies taught within their own classes before the end of the module. Such a finding would seem to suggest that the formal

development of faculty writing skills benefits not only the faculty but also the students they teach. It is important to acknowledge that although they share many similarities academic writing and writing for publication differ (Birchenhall, 1997). Academic writing constitutes a much broader scope of writing activity, including activities related to assessment and learning; publication is a rare outcome for most academic writing activities.

The notion of formal support in regard to developing writing skills is not unique. Taylor et al (2004) also report on the provision of a writing course intended for academic and clinical staff development. Here the course focused on three central themes: confidence, writing and publishing. The course required students to develop personal writing projects from the point of targeting a particular journal through to the peer review of “polished” drafts. Evaluation of course outcome was deemed to relate to the numbers of student drafts published within a year of completing the course. The results show an optimistic impression for the potential impact of formal courses with some 65% of the students been published within a year of course completion.

### *Use of Experts, Writing Coaches & Mentors*

Parallels have already been identified between the goals of research supervision and the development of potential authors. It is therefore no surprise to find that the literature on supporting potential authors provides several examples of support based on the premise of the supervision model (Baldwin & Chandler, 2002; Davidhizar & Cosgrave, 1997). When considering the benefits of such an approach it should be remembered that success is dependant on the development of a close working relationship between supervisor and supervisee. Within this relationship there maybe hidden psychological dynamics for both parties (Marland & Lyttle, 2003). For example, Jones (1999, Page 6) identifies common causes for anxiety:

- Self consciousness and worries about being judged negatively
- Fears concerning rejection
- Doubts regarding personal effectiveness

- Uncertainty about what to say and how to deal with anxiety
- Concerns about making mistakes, looking foolish or creating difficulties for the supervisor or supervisee

Although these anxieties primarily relate to a support relationship within research supervision, we must consider the potential for similar anxieties to exist in the support of potential authors. Care must therefore be taken in the linking of potential authors to individuals providing support.

The use of other formal strategies in the support of writing for publication has also received some attention in literature. Baldwin & Chandler (2002) report on the use of a writing coach to help support academic staff to publish in an American university. During a two and a half year evaluation period, 16 faculty members from a total of 26 had accessed the writing coach and some 21 manuscripts had been submitted to peer reviewed journals, 15 of which had been accepted. This compared with a total of 3 publications from those faculty members accessing the support of the coach in the four years prior to the coach's introduction. It is to be stressed that Baldwin & Chandler's report is not intended to constitute an evaluative research study, nor can the results reported easily be generalised, especially given the lack of specificity within the report and the cultural differences that exist between America and the United Kingdom.

In a second American report Davidhizar & Cosgray (1997) delivers a narrative on the development and use of mentorship to encourage clinical nurses to become involved in writing projects. Staff development was improved through the formation of writing teams comprised of novice and experienced writing partnerships. These teams often worked collaboratively with the experienced writer in the role of mentor. The mentor's role was to motivate and help guide team members, providing a sense of structure to the writing process. Interestingly, Davidhizar & Cosgray (1997) also report a positive influence on patient care. This was noted when practices which had previously been recommended verbally by team members were more consistently implemented once published. This anecdotal finding is interesting in that it implies that professional credibility is enhanced through the publication process.

## *Collaborative Writing*

Collaborative writing is reported as a commonly applied strategy used by academics when writing for publication (Hollis, 2001). In essence it is the process where two or more authors combine efforts to develop a single writing project. Here the premise is for teamwork; work being divided in a mutually agreed way and each author offering support to the other(s). Amongst the advantages of collaborative writing is the assumption that overall academic productivity (usually measured by the number of publications made) will increase (Hollis, 2001). This assumption is based on the belief that collaborative writing strategies facilitate a divide of workload and assist the development of inexperienced writers through the opportunity to work with more experienced authors (Hollis, 2001; Albarran & Scholes, 2005). Other advantages include a potential increase in writing activity, or even the production of higher quality research, albeit work in other academic disciplines has shown such potential to be minimal (Hollis, 2001). There is also a potential for collaborations to help overcome traditionally perceived professional barriers, for example, the use of academic and clinical research partnerships or multi-disciplinary partnerships.

However, collaborative writing raises several ethical issues. Firstly, what level of contribution equates to a collaborative approach? It is acknowledged that some persons expect to be credited as an associate author having given minimal or no input into a project, a process termed “polyauthoritis giftosa” by (Kapoor, 1994, as cited in Ellard, 2001). This process of ‘gift authorship’ may be used as a tactical method of increasing RAE returns within a department, however it is clear that such a practice is morally questionable, and represents an abuse of the genuine authors and the RAE system. A second ethical issue relates to the order of names on the published manuscript. In many cases it is assumed that the first named author is the person responsible for the majority of the work conducted (Albarrean & Scholes, 2005). However, institutional pressures may dictate that the most senior researcher or colleague is listed as the first author regardless of contribution. Both issues show how transparency and prior agreement in regard to the nature of any collaborative project may help minimise the potential for later dispute. Indeed, Albarran & Scholes (2005) identify how such transparency is becoming a pre-requisite of many journals.

## *Writing Groups*

Writing groups as a method of supporting the development of academic writing projects have received relatively little attention within literature. Some writing groups maybe little more than an extension of collaborative writing approaches, however writing groups may also be used as a bespoke strategy for the support of individual writing projects within an institution or department. These bespoke groups can be formally or informally structured depending on the degree of institutional support associated with their development and are said to facilitate the affective domain in the development of budding authors (Murray, 2002).

Numerous advantages to the use of writing groups are said to exist, including the sharing of information, discussing and developing writing practices and accessing feedback on works in progress (Murray, 2005). Where there exists managerial support for the writing group benefits may also extend to the provision of time to write and the development of cultural change (Lee & Boud, 2003). Although the potential advantages associated with writing groups are numerous, there is no research evidence within the literature reviewed to indicate whether writing groups are of actual benefit. There is an inherent assumption that potential authors would want to access group rather than individual support, equally questions exist in relation to what support activities are most needed. As such there exists the need to develop research to investigate further the support needs of potential authors and the use of writing groups to meet these needs.

## **Summary of Findings**

The literature reviewed clearly indicates that there is significant pressure on both academic and clinical staff to publish. What remains unclear is how many staff from either discipline want to publish or indeed how many are actually working towards publication. This represents a significant logistical problem in the planning and targeting of staff development. Numerous barriers to writing for publication are evident, yet no evidence of any quantitative or qualitative exploration of these barriers could be found within the literature reviewed. Again this represents a problem for



managers wanting to increase academic productivity and develop a positive publishing culture. The use of formal support strategies have been reported and evaluated to be of benefit in staff development and teaching practice (Murray, 2001; Taylor et al, 2004; Baldwin & Chandler, 2002). Equally, informal support strategies for example, seeking the help of others, have been suggested to be of benefit (Murray, 2005; Albarren & Scholes, 2005; Plaisance, 2003; Baldwin & Chandler, 2002). Writing groups have been proposed as one method of gaining access to this informal support (Murray, 2005). However, no literature could be found examining whether staff will want to access such support, or what types of activity they would expect to be involved in. Given writing groups require a considerable input in relation to organisation and time, the lack of evidence on which to base there development represents a problem worthy of further research.

Ultimately the literature review conducted has identified three distinct research problems. Firstly, it is important to investigate the current level of involvement academic staff and post-graduate students in regard to writing for publication. In this way it is possible to identify the extent of interest in writing for publication within the context of the School of Health & Social Care, whilst also establishing a base line for future comparison. Second, it is important to consider the factors that are perceived as obstacles to writing for publication, or indeed any academic writing endeavour. Such consideration places an emphasis on a descriptive research approach. In this way it is possible to identify how the use of a writing group may potentially benefit those involved in writing for publication. Finally, a broad ranging 'needs analysis' can be compiled to examine if a writing group is actually wanted, and what support users of such a group would expect to receive and supply. Together these research problems represent the objectives of the study as reflected in the statement of project scope (Page 2).

## Definition of Key Terms

Each of the identified primary themes within the conceptual framework has been discussed at length. However, it is also important to clarify what is meant by the key terms applied to any research project in order to substantiate a degree of validity to the research tools used. Therefore each of the key terms used within this project are now defined in a summary form:

### *Academic:*

“Relating to education and scholarship.” (Soanes & Stevenson, 2004)

### *Writing:*

“Process or result of making a visual record for the purpose of communication by using symbols to represent the sounds or words of a language.” (Phillips, 2005)

### *Publication:*

“The action or process of publishing something.” (Soanes & Stevenson, 2004)

### *Writing for publication:*

A process of writing with the intent to communicate through a text based publication medium. For example: a periodical, journal or book.

### *Academic writing:*

A process of writing connected with educational or scholarly activity.

### *Writing group:*

A group of people meeting to support one another in the processes of academic writing.

# Methodology

## Selecting a Paradigm

Blaxter, Hughes & Tight (2001) argue that a research methodology is composed of the underlying paradigm and approach used within a project, as compared to research methods which apply to the specific techniques of data collection. In defining what a paradigm is Ritzer (1975, as cited in Galliers, 1992, p.64) states:

“A paradigm...serves to define what should be studied, what questions should be asked, and what rules should be followed in interpreting the answers obtained. The paradigm is the broadest unit of consensus within a science and serves to differentiate one scientific community (or sub community) from another.”

Nursing research is rooted within social science and this association brings with it several established research paradigms. When used in a specific research project these provide influence towards the strategy, methods, and interpretation of results. In addition, each paradigm has wider implications for the projects management, including the resources required. Although a discussion of the advantages and disadvantages of each paradigm type is beyond the scope of this project, some justification as to the choice of research paradigm used is necessary.

The positivist research paradigm places emphasis on the precise measurement of phenomena; within the context of this study it is unlikely that a precise measure can be achieved given the exploratory nature of the research problem. The post positivist paradigm also relies on a tendency to measure albeit it does acknowledge that social reality can only be explained imperfectly (Blaxter, Hughes & Tight, 2001). The study aim does not seek to challenge prior causative theory (critical paradigm), nor does it seek to develop new relationships in regard to the art or the science of research (post-modern). As such, the critical and post-modern paradigms are perceived as unsuited to the study.

The interpretivist paradigm is arguably well suited to the social sciences giving credence to the understanding of themes (Blaxter et al, 2001). In consequence it has less stringent claims of causation (Denscombe, 2002). The interpretivist sees the results of research as an individual interpretation of fact, based firmly on a systematic approach to analysis and the maintenance of an open mind (Denscombe, 2002). However, the basis of interpretation leads to the potential for researcher bias; no matter how rigorous the methods, the researcher may still look predominantly for what he wants to see. Combined with this is the dynamic nature of the social world itself; at best a social scientist can expect to gain a snapshot of time and place, as the complex array of variables associated with social life are arguably impossible to control or replicate (Denscombe, 1998). The use of the interpretivist approach therefore is at the cost of being able to generalise the findings of the research beyond the scope studied. This inability to generalise does not necessarily distract from the overall value of the project described as the main benefactor (the School of Health & Social Care within the University of Chester) is representative of the sample frame used. The main advantage of interpretivist approach is the formation of a study that is not restricted by the physical limitations of the natural sciences, but one in which a rich and detailed theory related to the individual perception of social issues may emerge (Arksey & Knight, 1999).

The interpretivist paradigm has been criticised for a lack in rigour (Weinberg, 2002, Denscombe, 2002). This is said to be associated to the lack of statistical analysis and the use of emergent samples (Denscombe, 2002). Yet through the application of a systematic research approach it is said to be possible to maintain a high degree of rigour within interpretivist research (Denscombe, 2002). One such approach is the use of the strategies described by Glaser & Strauss (1967) leading to the development of grounded theory. The application of such techniques has collectively become known as 'Grounded Theory', synonymous with methods of data collection, analysis, and ultimately, result. Grounded theory is said to be suitable for research in which the intention is to form new theory (Glaser & Strauss, 1967; Strauss & Corbin, 1998), therefore its use in exploratory research is well placed. Yet, the thorough application of grounded theory is arguably unsuited to small-scale projects as it places heavy demands on resources. Nevertheless, theme-based analysis techniques rooted in the

principle of grounded theory can offer an acceptable compromise to the small-scale researcher. Such an approach has been adopted within this project.

## Research Strategy

Denscombe (1998) describes five strategies common to social research projects: survey, experiment, case study, ethnography, and action research. He goes on to state how no one method is applicable to all research applications. Lewis & Beck (1993, as cited in Blaxter, Hughes & Tight, 2001) define two broad traditions of social science research, experimental and non-experimental. Where both traditions seek to explore the social world they differ fundamentally in the degree of control they attempt to exert on data collection and analysis. Experiments relate to high levels of data control and require the precise definition of variables. This degree of control is often difficult to achieve within social research projects such as this (Boyatzis, 1998), making the experimental strategy ill suited.

Action research is also unsuited as this approach depends on the participation of others to both investigate and change behaviour (Blaxter et al, 2001, Denscombe, 1998). The action research process is driven by critical reflection on practice leading to a cyclical process which influences the development of future practice (Denscombe, 1998). Consequently action research is resource intensive, especially from the perspective of participant involvement and time (for data collection and analysis). Although the strategy could be used within the context of this project, the implication on resources is such that it was thought to be unsuited to the small-scale nature of the project (Blaxter, Hughes & Tight, 2001).

A case study strategy was also a feasible option from the perspective of exploratory research and the likely sampling frame for small-scale research (Blaxter, Hughes & Tight, 2001). A common concern with case studies is the degree to which results may be generalised (Denscombe, 1998). The use of case studies implies the exploration of cases (or a singular case) within a framework of contextual data. As Blaxter, Hughes & Tight (2001) identify, the identification of context can be difficult to define and this further impacts on the generalisation of results. As the results of the study are required

to be generalised within the context of the sample frame, then the case study approach is inappropriate. The strategy of ethnography shares many of the limitations of the case study approach. This is combined with an increased demand on resources and the reliance on observational methods for data collection (Denscombe, 1998, Bell, 2000). When one considers the extended time scale associated with developing work intended for publication, the use of ethnographic approaches become clearly unsuited to the small scale nature of this project.

This leaves the survey as the most suited strategy for the project. Surveys are well-matched to either quantitative or qualitative research methods (Denscombe, 1998, Arksey & Knight, 1999) and therefore offer enough flexibility to facilitate an exploratory study. According to Denscombe (1998), the premise underpinning the survey is based on gaining a broad and encompassing perspective at a single moment in time using empirical data. The focus of a single moment in time is reflective of the application of an interpretivist paradigm, reflecting the complexity of the social world. This adds further support to the adoption of a survey strategy. The use of empirical data refers to the use of new data found within the 'field' of the research project and requires the researcher deliberately seek information (Denscombe, 1998).

## Ethical Considerations

Any research has the potential to impact on the lives of others and therefore consideration must be given to the ethical impact of social research. As Blaxter, Hughes & Tight (2001) state, "The conduct of ethically informed social research should be the goal of all social researchers" (page 158). Ethical approval should be sought prior to any data collection. To this end an ethics committee application was developed and approved by School of Health & Social Care Research Ethics Subcommittee in November 2004 (Appendix 3). Within this proposal consideration is given to the deontological principles of beneficence, non-maleficence, consent (autonomy), and confidentiality.

# Research Methods

## Choosing Data to Measure

According to Denscombe (1998) the terms ‘quantitative’ and ‘qualitative’ are interpreted as being “contrasting positions in relation to a number of dimensions of social research”. He goes on to state that this classification is simplistic and that the terms refer more to the treatment of data than the methods of data collection. However, consideration to the type of data needed, and correspondingly the type of analysis to be applied is crucial in the development stages of any research project.

Surveys are commonly associated to quantitative data types (i.e. numerical) as opposed to qualitative data types (i.e. words), due to their suitability for projects using large samples. This is not a prerequisite to the social survey (Denscombe, 1998). Indeed it is argued that a common drawback to the survey strategy is the tendency for empiricism, where the data becomes the predominant focus of the project and its relevance to associated theory is not specified (Denscombe, 1998). The author would argue that by mixing the data types to include both quantitative and qualitative analysis techniques the tendency for empiricism is reduced. To this end the use of a multi-method (triangulation) approach is advocated.

Philosophical debate exists in reference to the use of triangulation to counter the potential for poor validity from an inappropriate selection of research methods (Begley, 1996). Indeed, consideration should be given to the suitability of any research method planned to the research questions set. Begley (1996) identifies this as true for research dependant on a single method as much for that using a triangulated approach. Mixing research methods in order to attempt to triangulate the results is an accepted method of verifying the validity of data (Blaxter et al, 2001; Shih, 1998). In simpler terms it is an attempt to ensure the methods used relate to what is to be investigated and that the methods are “sound, defensible, and well grounded” (Dey, 1993). However Shih (1998) and Adami & Kiger (2005) argue that confusion and controversy exist in relation to the use of triangulation within nursing research. Shih (1998) describes triangulation as having two main purposes: Confirmation and Completion. Adami & Kiger (2005) argue that it is necessary for researchers to state

the intended purpose of triangulation within any given project, along with a rationale for its use.

Triangulation is used for confirmation when a researcher seeks to use it to improve the reliability and convergent validity of measurement related to a variable (Shih, 1998; Adami & Kiger, 2005). This is opposed to triangulation for completeness which seeks to “capture a more complete, holistic and contextual portrayal of the unit(s) under study” (Jick, 1979 as cited in Shih, 1998). This later approach has emphasis on description as opposed to measurement; subsequently it can be argued to fit more closely with the intent of exploratory interpretivist research, and is therefore better suited to the study described. Shih (1998) goes on to identify six types of triangulation: investigator, data, theory, method, unit of analysis, and analysis. Figure 2 defines these types of triangulation and identifies where the use of triangulation exists within the study described.



Figure 2

### Triangulation Types & Application

<b>Triangulation Type</b>	<b>Definition of Type</b>	<b>Application within Study</b>
Investigator	Two or more researchers with differing backgrounds investigating the same topic.	Not applied
Data	“The use of multiple data sources with similar foci to obtain diverse views about a topic or the purpose of validation” (Kimichi et al, 1991, as cited in Shih, 1998, page 636)	Academic staff members Masters students
Theory	The use of competing theories to derive propositions for a given phenomenon. Used in either theory testing or theory generating studies.	Not applied
Method	The use of multiple methods for data collection. These are selected as each taps a different perspective of the study being developed.	Questionnaire data (using both open and closed questioning approaches) Verbatim interview transcripts Focus group feedback
Unit of Analysis	Analysis of differing person dimensions to gain a more complete and broad ranging analysis of a whole.	Descriptive statistical analysis of questionnaire responses Micro-analysis of individual interview transcripts Structural axial analysis of micro-analysis coding
Analysis	The use of more than one strategy to analyse any one data set.	Not applied

Note: Definitions are derived from the work of Shih (1998) and Adami & Kiger (2005).

## Sample Methods

Surveys require careful consideration in regard to the sample population to be studied (Bell, 2000, Blaxter et al, 2001). According to Tryfos (1996) research sampling is primarily stimulated by a need to learn from the “aggregate” of the population. How representative a sample is depends on the randomness with which it is drawn from the specified sampling frame. A non-representative sample will increase the element of bias within the findings and reduce the reliability and generalisability of results. Subsequently, it is vital for any survey to define a suitable sampling frame and sampling method.

The sample frame for the study was restrained to students enrolled on Masters Programmes and academic staff within the School of Health & Social Care of the University of Chester. This sample frame comprises of 128 academic staff (as identified through the department email list), and 91 Masters Students registered at the time of sampling within the school. Some cross over between these two sample categories was expected, for example academic staff members who were also registered on Masters Programmes. In order to facilitate comparison between academic and non-academic sample groups it was thought necessary to find a more selective classification marker. The sample was therefore divided into two discreet categories based on employment role: academic and clinical. It is stressed that the clinical label is in no way intended to illustrate a representation of any wider clinical population.

Denscombe (1998) identifies that sample size is often limited in small-scale research, and caution needs to be considered in regard to the representation of the sample and subsequent generalisations of the results gained. In attempt to ensure representation for the quantitative element of the study within the limited context of the University, and to minimise the risk of invalidating results by the necessary sub-division of the sample during analysis, it was thought necessary to aim for a total sample. Here the notion was to distribute the questionnaire to all those eligible for entry into the study within the sample frame, rather than to use a sampling technique to identify a representative sub-population. However, the qualitative interview sample needed tight

control given the restricted number of interviews possible. As such, a systematic approach was used to select a sample from the academic email list (nm.academic).

The focus group sample was based entirely on convenience using the voluntary attendance of interested staff within a writing group workshop held at a department staff day. Convenience samples are based on the selection of respondents most easily accessed by the researcher; they are consequently severely limited in regard to their representation of a wider population and have been criticised for failing to represent the necessary standards of scientific rigor (Denscombe, 1998). However, in this instance the use of focus groups were primarily intended to supplement the use of literature in the development of a research instrument. As such results were not intended to be generalised.

## The Questionnaire

Cornford & Smithson (1996) state that good questionnaire design is labour intensive and difficult to achieve. As a method of solving design problems they go on to suggest the use of related questionnaires taken from similar studies. This was not possible for this study given the limitations of the literature identified; instead a bespoke questionnaire based around the research questions needed to be designed. To maximize the overall validity and reliability of the study it is essential that questions be grounded within literature, and the questionnaire should be piloted (Denscombe, 1998; Blaxter, Hughes & Tight, 2002). Overall the development of the questionnaire considerably increases the demands placed on project resources and this is reflected within the project plan (Appendix 2). A focus group facilitated at an open Staff Day event within the School of Health & Social Care was used to generate initial ideas for questions and a second later focus group was used to examine the face validity of the questionnaire against the research objectives (see page 27).

In keeping with the ethos of triangulation it was thought necessary to use a mixture of open & closed question types within the questionnaire design. The order and number of questions used required care in order to encourage the respondent to complete the survey (Blaxter, Hughes & Tight, 2002). For example, had the questionnaire been lengthy, potential respondents would be less inclined to spend the time required to

complete the form. This is believed to be especially true in regard to electronic questionnaires (Witmar, Colman & Katzman, 1999). Hence the questionnaire was limited to only 12 questions. Equally, care in the phrasing of questions was needed in order to prevent: confusing potential respondents through ambiguity (Blaxter, Hughes & Tight, 2002); increasing the potential for respondent bias (Blaxter, Hughes & Tight, 2002); or (mis)leading the respondent (Cornford & Smithson, 1996; Denscombe, 1998). In order to reduce these risks and determine face validity for the questions used it was decided to utilise focus groups to review the questionnaire (see below).

The distribution of the questionnaire was initially planned in two simultaneous phases. Phase one relied on the use of an email listserv (nm.academic) for the distribution of a web based questionnaire to all academic staff; Phase two initially intended to distribute a paper based questionnaire (identical to that of the electronic questionnaire) to students via their module leaders.

By disseminating the questionnaire to a specific sub-sample electronically it was hoped to reduce costs associated with printing and post and maximise response rates. Further, it was hoped electronic distribution and return would ease the process of data entry and subsequently data analysis. These advantages are in line with the findings of Schillewart et al (1998) in a comparison of non-probability methods associated with the World Wide Web (WWW). Schillewart et al (1998) goes on to state that external validity for a specified population within an electronic survey is dependent on several factors, namely: a central register for research population been available, that all the population can respond via the Internet, and no non-response bias occurs. Within the sample used, the academic email list (nm.academic) was applied. This facilitated the dissemination of the questionnaire in a web-based format to all academic staff via a link embedded within the email. The email list used represents a specific register for the desired sub-sample population. All academics have equal access to email and are expected to use the email system by the University.

Witmar, Colman & Katzman (1999) investigated response rates associated to online survey questionnaires. They concluded that computer mediated research instruments require careful consideration to design, and need to take advantage of electronic features which may help maximise responses. In line with more traditional paper

based questionnaire methodology, it was decided to use an introductory letter to explain the purpose of the survey and encourage respondents to complete the questionnaire (Blaxter, Hughes & Tight, 2002). In the case of the electronic survey the questionnaire was linked to the email via the use of hypertext. In this way a greater degree of control could be applied to the data collection process. For example, the approach used facilitated the hiding of respondent identity (respondents completed the form on the questionnaire web page and the form was converted to an email by a server side Common Gateway Interface (CGI) script). The online form also facilitated the careful control of formatting. This included the spacing of questions and the use of 'white space' in addition to the provision of clear instructions for each question (Witmar, Colman & Katzman, 1999). Screen captures taken from the final questionnaire can be seen in Appendix 4.

Although students enrolled on the Masters Programme also have email access, it was thought unlikely that all the students would regularly access their college email accounts. Hence a paper version of the questionnaire was required for distribution to the Masters sub-sample via module leaders. However, this phase of distribution required immediate revision when it became apparent that only a small proportion of students registered onto Masters Programmes would be undertaking modules at the time of data collection. It was therefore decided to distribute the questionnaire by post; albeit this required additional clearance from the research ethics sub-committee. Postal distribution methods for questionnaires are notorious for poor response rates (Witmar, Colman & Katzman, 1999; Blaxter, Hughes & Tight, 2002) and are frequently slow (Blaxter, Hughes & Tight, 2002). The online questionnaire was re-worked using a word processor to create a paper based questionnaire using identical questions in an identical order. A covering letter was drafted using the University letter head explaining the purpose of the study. In order to maximise response it was thought necessary to ensure respondents would not be required to pay postage. This was achieved by including a pre-addressed envelope using the University Freepost address (with permission). Prior to distribution the list of students was compared to the academic listserv. This was intended to prevent sending more than one questionnaire to the same potential respondent.

Piloting is described as a process that enables the researcher to try out the methods to be used and make some initial judgement as to overall feasibility (Blaxter, Hughes & Tight, 2001). Piloting of the questionnaire was seen as essential in order to ensure an appropriate data set and to maximise validity and response rate. Piloting took two forms: the use of a focus group to consider the face validity of the questionnaire designed, and the use of testing procedures for the web based questionnaire tool. The focus groups proved useful in fine tuning the initial question set, albeit some surprising results were indicated. Their use is more fully discussed on page 28. The testing procedures used for the web based questionnaire were primarily targeted at ensuring the technology worked. In hindsight this narrow focus led to a significant limitation in the questionnaires development; specifically, the analysis techniques at the heart of questionnaire design were not tested.

## Interviews

Interviews are used in 90% of all social science investigations in one form or another (Briggs, 1986 as cited in Weinberg, 2002). Interviews add considerable demands to the resources required within the project (Denscombe, 1998; Blaxter et al, 2001; Dey, 1989), however their strengths have been described as fulfilling all the areas for which a questionnaire is weak (Cornford & Smithson, 1996). This adds to the validity of the triangulation approach aimed at completeness. Similar to the work required in planning a questionnaire, much needs to be done in preparation for any research interview – not least in the development of interviewing skills (Denscombe, 1998; Cornford & Smithson, 1996). The study made use of interviews in two ways; focus groups in order to inform the development of the questionnaire, and semi-structured interviews to explore research themes to greater depth.

Consideration to validity (the degree to which the study investigates what it purports to) of the planned interview is required (Arksey & Knight, 1999). Arksey & Knight (1999) describe validity in qualitative interviews as a matter of judgement, where the data gained is always likely to be compromised in some way. After all interviews are not without their weaknesses, for example, the reluctance of a respondent to voice an opinion within a face-to-face encounter. However the degree to which validity is

compromised can be reduced by good preparation for the interview in regard to the questions set and asked, for example, the relevance of set and follow-up questions to the underlying research question and the degree to which questions link with literature and piloting results. Issues related to the reliability of interview data have a similar problem in that reliability will always to a degree be compromised (Arksey & Knight, 1999). Reliability works from an assumption that everything in the universe is stable; this assumption is at odds with interpretivist enquiry where it is acknowledged that interpretations within interviews are collaborative between the researchers and respondent (Weinberg, 2002).

## Focus Groups

Focus groups are recognised as a form of interview involving a group of interviewees with the express purpose of data collection (Denscombe, 1998; McLafferty, 2004). Although historically rooted in market research, no consensus exists on the correct method of application (McLafferty, 2004). However, Denscombe (1998) identifies that focus groups usually revolve around a central theme introduced as a prompt by the researcher acting in the role of moderator. The use of focus groups places significance on the interaction within the group for the production of data (Barbour, 2005). McLafferty (2004) describes numerous uses of focus groups within the research and identifies how a precedent exists for their use in the development data collection instruments and the enhancing of questionnaire validity. Two focus groups were used within this study: one to influence to the initial development of the study; the other to consider the face validity of the questionnaire used.

Both focus groups were facilitated on consecutive Staff Day events within the School of Health & Social Care. In order to aid the facilitation process the project supervisor agreed to work with the primary researcher. Participation was voluntary and anyone attending the event was eligible to contribute, the sample therefore was entirely convenience and largely comprised of academic teaching staff. In the first session 14 participants were identified, and a further 12 participants volunteered for the second session. The primary researcher introduced the research topic and asked the groups to divide into 4 sub-groups; McLafferty (2004) reports that the moderation of focus

groups is easier when group sizes are kept small. In both sessions each group was asked to record their thoughts on flip chart paper. In this way it was hoped that the resulting charts would facilitate data capture and subsequent analysis. Further, the primary researcher and supervisor used reflective discussion to summarise the observations made.

It should be noted that although the first focus group was used to inform the development of the study, this was not the intended outcome for the session. Indeed, the original outcome was to investigate how an existing writing group could be improved. To this end three questions were posed:

1. How can we expand the group to include more staff?
2. How well does the ethical code fit the purpose of the group?
3. How well does the group support the needs of the individual?

Data gained within this group clearly indicated the need to design a research project to further explore themes generated. As such, the responses of the first focus session were used to inform the questions included within the questionnaire.

The second focus group was used to improve a draft questionnaire by considering the questions used for face validity. Each of the four sub groupings were given a primary research question taken from the statement of project scope. Each respondent was then issued a draft questionnaire. The groups were subsequently asked to discuss the validity of each questions used within the questionnaire against the primary research question. Three outcomes were suggested to the groups: that the question was valid and needed no alteration; that the question was totally invalid; and that the question was potentially valid, but required specific alterations. In the latter case, respondents were asked to specify the alteration required. Results were analysed by plotting the responses of all groups into a single matrix format (Appendix 6). This was then used to re-draft question set used, finally the completed question set was shown to several of the focus group participants to gain confirmation that the changes made reflected those recommended. Adami & Kiger (2005) identify the process seeking confirmation as an accepted method of seeking validation of research findings.

The results of the second focus group were generally as anticipated. Relatively few questions were seen to be initially valid, but with some amendment the majority of



questions could be developed into a valid form. Several questions were identified as invalid when compared against any one specific research objective; this was not unexpected as the questions were targeted to specific research objectives. No single question was identified as completely invalid for all research objectives. However, it was interesting to note that sub-group three showed a disproportionate response to the task when compared to the other groups (see Appendix 6). Three potential reasons for this were considered: that the research tool did not easily fit the research question and significant debate had ensued; the group had misunderstood the directions given and had only documented responses for those questions needing alteration; or that the group facilitation provided was ineffective. The formation of four sub-groups can be argued to fragment the dynamic of the larger group. In essence this can be seen to generate four separate focus groups running simultaneously. Based on the premise that focus groups usually require individual facilitation, it can be argued that the process used to manage the sub-groups was in this case ineffective.

## Semi-structured Interviews

In order to facilitate the emergence of themes from the data it is necessary to avoid the use of a strict interview structure. Denscombe (1998) describes the use of unstructured and semi-structured interviews as a continuum on which an interview fluctuates. The basic premise of structure is the degree of control retained by the interviewer (Denscombe, 1998). Semi-structured approaches facilitate some control over the focus of the interview, but facilitate the free exploration of issues as and when they arise; the lighter the structure, the greater the opportunity for an exploration of the interviewee's thoughts (Denscombe, 1998). It was therefore decided that a semi-structured interview would be used with the structure being based simply on each of the four primary research questions. Data from interviews was captured in two ways, the use of audio recording for later transcription (Appendix 7), and the use of research notes to be completed at the end of each interview.

In order to promote the validity of the semi-structured interview process it was decided to conduct a pilot interview. Many lessons were learned during this pilot, for example: Denscombe (1998) suggests a shortlist of equipment checks prior to conducting an interview, one of which includes ensuring the audio recorder is able to

reproduce an adequate level of sound. Despite a test of the equipment in situ, it was found that the quality of pick up on the respondent was very poor. On reflection this was caused by a simple error in initial testing. Other practicalities were also identified, such as the risk of ambient interference and interruption. Lessons in regard to interviewer skill were also immediately evident, including the degree to which the interviewer would interrupt the respondent or give unnecessarily long explanations.

A level of interviewer bias was also noted within the transcript of the pilot interview through the inadvertent leading of questions with the phrase “Do you think...?” As with several other interviewer errors this natural conversational tendency was much harder to correct than first thought. Qualitative interviews are modelled on conversations (Arksey & Knight, 1999, Denscombe, 1998) and natural habits in conversation are hard to break. In order to develop a rapport with the participant it was felt important that the questions should not simply be read out loud as this would potentially make the situation feel more formal than intended and stifle open responses.

## Data Analysis

Consideration to the intended approach of data analysis is closely integrated to the selection and design of the various research methods (Denscombe, 1998). The choice of analysis techniques is guided by the research paradigm and strategy selected and therefore some factors relating to the analysis of data have already been introduced. It is proposed that two main forms of data analysis be considered. These are descriptive statistical analysis methods for quantitative data types (numbers), and thematic analysis for qualitative data types (words).

### *Quantitative Analysis Techniques*

Statistical processing of quantitative data types can be a complex process. Indeed, Denscombe (1998) argues that prior to the introduction of statistical computer packages such as the Statistical Package for the Social Sciences (SPSS), quantitative data analysis was too complex and time consuming for the small scale researcher.

Although computer packages may make the calculation of statistical tests easier, the researcher must still understand which tests to apply to a specific data set, and subsequently how the results should be interpreted (Denscombe, 1998).

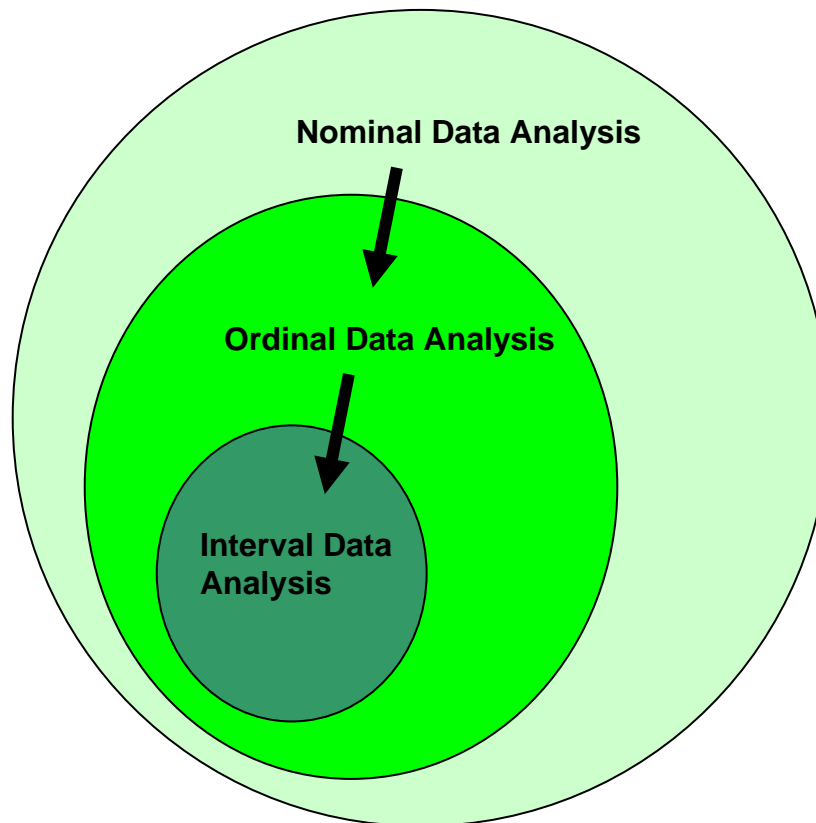
Swinscow (1997) suggests that before any analysis can be applied it is necessary to identify the variables measured and the types of data applied. Within the package SPSS three categories of data are used (Pallant, 2001): categorical or nominal, based on data in unordered category types (e.g. gender categories); ordinal, based on ordered rankings (e.g. age bands); and continuous or interval, based on scale measures (e.g. age in years). Within the questionnaire used for the study it possible to identify two data categories, nominal and ordinal.

Gray, Streatfield & McMurray (1999) describe the application of statistical analysis tests along a cascading scale of specific data types (Figure3). Within this model it is possible to see that the statistical tests used for nominal data types are applicable to ordinal data types, but tests applied specifically to ordinal data can not be used for nominal data. Similarly nominal and ordinal tests may be applied to interval data types, but not vice versa. In the absence of interval data types, statistical analysis of quantitative data generated from the questionnaire would need to be limited to those tests suited for ordinal and nominal data types; particularly the use of descriptive frequencies and non-parametric tests for both variable independence, and group comparisons (Chi-square and Mann-Whitely U Test respectively) (Pallant, 2001).

The use of descriptive statistics is a method of describing a particular set of data without necessarily looking for probabilities of association e.g. causation. Descriptive statistics relate more to data frequencies and distributions rather than connections between data groups (Denscombe, 1998). Key frequencies related to the research objectives include, the numbers of those involved in writing for publication and those wanting to access the support of the writing group.

*Figure 3*

### Cascading Data Analysis



Adapted from Gray, Streatfield & McMurray (1999).

Tests for variable independence are used to examine the possibility that one or more variables may be linked (Pallant, 2001). According to Denscombe (1998) the process of seeking a connection between variables starts from the assumption that no association exists (a null hypothesis). This hypothesis is only rejected when it can be shown that the link could not have occurred by chance. Hence there is a need to statistically calculate the probability ( $p$ ) of chance within any hypothesised connection (Swinscow, 1998). It is generally accepted that a 5% or less margin of chance influencing a specific relationship is statistically significant ( $p < 0.05$ ) (Swinscow, 1998; Denscombe, 1998).

The Chi Square analysis method allows a somewhat imprecise measure of variable independence and can be applied to nominal data types (Pallant, 2001). Within the context of the research objectives it is perceived important to examine the data set for links between academic staff members and students. Furthermore, in order to examine the obstacles associated with writing for publication, and the types of support required for specific groups, it is important to compare the groups evident in the sample. For example key comparisons include: a comparison between the interest of academic staff and students in regard writing for publication; and comparisons between age, gender and employment roles for obstacles to writing.

### *Qualitative Analysis Techniques*

The predominant form of qualitative data generated within this project originated from interview transcripts. In order to facilitate this textual analysis, each semi-structured interview was recorded using audiotape and later transcribed. Audio recording is said to potentially stifle responses to questions and raise issues of trust between participant and researcher (Denscombe, 1998, Blaxter et al, 2001). Therefore the type of recorder used was selected for the benefit of a remote microphone that facilitated the hiding of the recorder body from the direct view of the respondent. By minimising the visual presence of the audio equipment it was hoped that the respondent would settle more quickly into the interview. However, all respondents were made aware of the recording process prior to interview and the recording was started only after the participant gave verbal consent.

A template was created for the transcription process; this facilitated the plotting of position (interview number against line number) and a space for additional notes or comments to be added. Arksey & Knight (1999) and Weinberg (2002) both make reference to how much data is lost during the recording and transcription process. For example, in recording the interview visual signals and the environmental context are lost, whilst in the transcribing; intonation, the use of silence and pauses, and quite often the voice itself can be lost. Any loss of data can have relevance to the interpretation of findings. In this instance a 3<sup>rd</sup> party transcription service was used to speed up the process of analysis. This process required the careful checking of

transcripts for accuracy; a process which in itself proved time intensive. An example of a transcribed interview is provided in Appendix 7.

A second source of qualitative data originated from responses to open questions within the questionnaire. This data was ordered by question number and questionnaire type (paper or electronic) by using two Microsoft Excel spreadsheets. Once compiled the data was treated in a similar way to the data collected from the interviews.

Strauss & Corbin (1998) detail the many possible stages of textual analysis required to generate new theory (for example: open coding, axial analysis, selective coding and coding for process). In addition, Boyatzis (1998) identifies similar techniques in the use thematic analysis to encode qualitative data. Included in this process are the various stages of microanalysis, namely: open and axial coding. The research project described does not seek to develop new theory per se, but does seek to describe themes associated with the exploration of the research questions. The use of microanalysis procedures provides a degree of rigour to the analysis of qualitative data (Denscombe, 2002) helping to ensure that attention is paid to the roles of validity and reliability across the research process.

Although textual analysis techniques can be described in a linear fashion, in application they do not necessarily need to be applied in such a way (Strauss & Corbin, 1998). Given the limitations of this project in regard to sample and resources it was decided to apply the stages of microanalysis only, namely; open and axial coding. This would result in a list of categories and related sub-categories, with evidence of structure but with little exploration of processes involved. In other words the results of the study would be descriptive and ordered, but not sufficiently theorized to form a complete theory.

Miles and Huberman (1994) identify three approaches to coding qualitative data: pre-emptive start-lists, the inductive approach, and general accounting schemes. Each tactic has recognised advantages and disadvantages, however the inductive approach is recognised as more suited to a grounded theory based analysis methodology as numerous varieties of code can be identified within context and without preconception of meaning. It has been stressed that a degree of selection of codes is “not a

completely unstructured process” (Miles & Huberman, 1994, p. 58), in that whichever method of coding is used a researcher is looking to find a fit between noted observations to developing theory or data constructs. This illustrates congruence to the non-linear approach suggested by Strauss & Corbin (1998).

Microanalysis is the process of examining and coding text for meaning at a micro level. Each word within the text is examined and its meaning questioned in order to generate initial coding categories; cognitive constructs representing concepts their properties and dimensions (Strauss & Corbin, 1998). The process of qualitative coding helps to combat the danger of information overload (Miles & Huberman, 1994), it also facilitates the formation of conceptual abstractions in which sub-categories can be ordered to form an interpretation of questions relating to who, why, where, what and how (Strauss & Corbin, 1998). A degree of selection of the data coded is according to Miles & Huberman (1994), inevitable; however by applying microanalysis at the word level for early transcripts a researcher is forced to challenge any preconceptions as to the meaning of data (Strauss & Corbin, 1998). In doing so the impact of researcher bias is reduced and the processes relating to validity and rigour increased.

The following process of microanalysis was applied to the interview transcripts (note: the pilot interview was excluded from analysis to minimise the potential for researcher bias). The first transcript was subjected to a word level open coding regime to generate initial data codes as recommended by Strauss & Corbin (1998). This is intended to minimise the potential for researcher bias in the interpretation of the data. Open coding is recognised as a time consuming activity. Each word, sentence, paragraph, or even interview transcript is examined for alternative meanings. This may involve high or low level comparisons and challenging pre-existing interpretations of meaning. Each of the 4 transcripts (interviews 2 to 5) was analysed in turn with a progressively less detailed version of open coding being applied (i.e. moving to sentence or paragraph level coding from initial word level coding). If an area of data was specifically interesting a higher level of analysis was completed for that section and a data code added to the list if necessary. This reflects the cognitive development of data categories through open coding (Strauss & Corbin, 1998). For

example, take the excerpt below taken from the transcript analysis shown in Appendix 8:

**Respondent:** So the staff development [**staffDev**] that's taken place is extraordinary [**unusualChange**].

Here the analysis has identified two discreet data codes (in parenthesis). These were derived from the identification of key words within the sentence undergoing an analysis for contextual meaning, as illustrated below.

**Staff** = an employee; a person within a team with a named responsibility; someone who is paid to carry out a precise role; a stick or pole used to assist walking.

**Development** = transition from one state to another; positive context - the growth of a child; negative context - the growth of a cancer; to grow; to enlarge; to expand.

**Extraordinary** = not the normal; remarkable; extreme; beyond expectations; unusual.

Appendix 8 provides a complete example of the word level open coding completed for interview data within initial stages of the study. The contextual analysis of key words (micro-analysis code list) can be seen within Appendix 9. A simple Microsoft Excel spreadsheet was used to keep track of the codes generated and the analysis of associated words and phrases. Such an approach differs from that advocated by Strauss & Corbin (1998) who recommend the use of 'memo' statements within the transcript itself. However, it is the author's experience that such an approach can lead to difficulties in tracking the codes generated, and can also lead to omissions within the discussion of findings. An alternative approach to that used would have been the application of a dedicated qualitative analysis program, for example NVIVO (from QSR International). However, the limited resources available to the project precluded the purchase of such an application and provided insufficient time to learn the nuisances of its use.



Open coding strategies were also applied to the qualitative data generated for the questionnaire responses. Given the short nature of the responses and the subsequently reduced data set it was thought necessary to use a high level of open coding throughout the entire data set. The coding in this case was completed using the spreadsheet generated in compiling the data.

As category types and their properties emerged from the open analysis they were plotted graphically on a 'Category Map' created using Mind Map Software (Concept Draw 3<sup>rd</sup> Edition). Mind Map is a graphics application for the production of 'spider' diagrams. This was applied as a tool to facilitate axial analysis within the microanalysis approach. Strauss & Corbin describe how axial analysis may be completed alongside open-coding within the microanalysis approach. Axial analysis involves the linking of category types to sub-categories and therefore the linking of structure to process (Strauss & Corbin, 1998). It is termed axial as the category acts as a hub from which sub categories branch out. Relationships between the hub category and sub-categories examine the who, where, why, what and how of the category types and their relationship (Strauss & Corbin, 1998).

Axial analysis is also said to facilitate the linking of structure to process (Strauss & Corbin, 1998). Given the limited resources available to this project a predominantly structural form of axial analysis was applied to all qualitative data categories. This facilitated a diagrammatic perspective of structure and a crude measure of relationship within and between data categories. Had the scope of the project (and associated resources) permitted the nature of these links could have been investigated further in subsequent interviews (Strauss & Corbin, 1998). This would have facilitated the 'filling out' of category types by a closer inspection of process, for example by the definition of property dimensions.

## Results

### Quantitative Questionnaire Results

A total of 214 questionnaires were distributed (128 web based & 86 paper based). The web based questionnaire yielded an initial response rate of 51% (n=66). On inspection 3 questionnaires were found to have been submitted with no responses indicated. Additionally, one form was marked by the respondent as being a duplicate (the respondent reported that an error had occurred on his initial submission). All four of these questionnaires were excluded from the sample providing a final response rate of 48% (n=62). The paper based questionnaire yielded a high response rate of 61% (n=53). One respondent indicated on her form that an electronic questionnaire had already been submitted, this form was subsequent excluded as a duplicate. This resulted in a 60% (n=52) responses rate overall for the paper based questionnaire. The combined response rate minus exclusions is 53% (n=114). The sample was found to be predominantly female (84.2%, n=96; Figure 5).

Respondents were asked to identify their age into one of 5 category bands. According to Denscombe (1998) caution is required in the use of sample subdivisions (e.g. age bands) as this can lead to insufficient numbers within the subdivisions created. The results indicated that the 40-49 years age band was dominant (43%, n=49), with a progressively decreasing representation in surrounding bands (Figure 6). Given the low numbers in the extreme age bands, and in order to facilitate later comparison analysis techniques, the age band data were grouped into two categories: Under 40 years (40.4%, n=46) and Over 40 years (59.6%, n=68).

Classifying the sample into employment role indicated a predominantly 'general' academic sample (Figure 7). However, given the low number of respondents within the 'Academic Management' sample it was decided to condense the groups into two categories "academic" (58.8%, n=67) and "clinical"<sup>1</sup>.

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<sup>1</sup> It should be stressed that the data category "clinical" is used simply as a way of distinguishing those respondents who do not work within an academic community. In no way is this data category intended to represent a wider 'clinical' population.

Figure 5

Bar Chart to Show Gender Distribution of Total Sample (n=114)

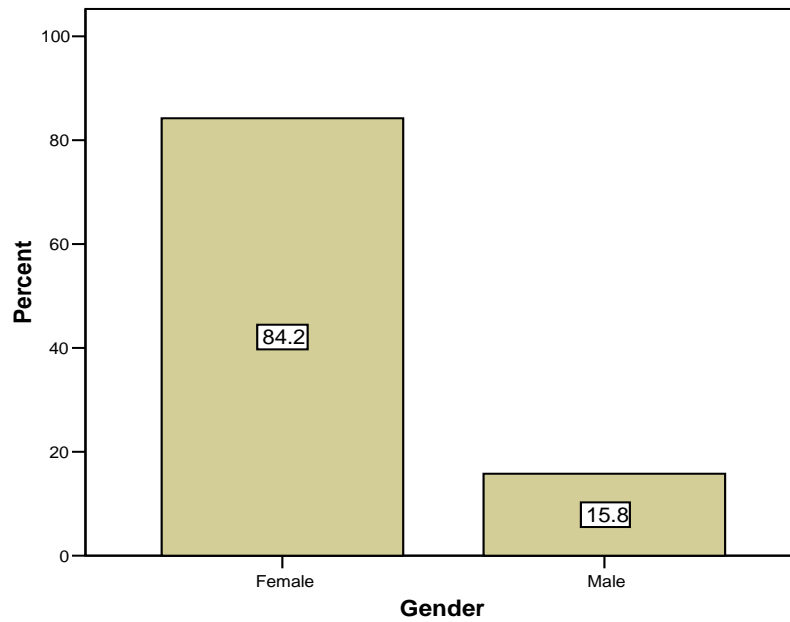


Figure 6

Bar Chart to Show Age Band Distribution for Total Sample (n=114)

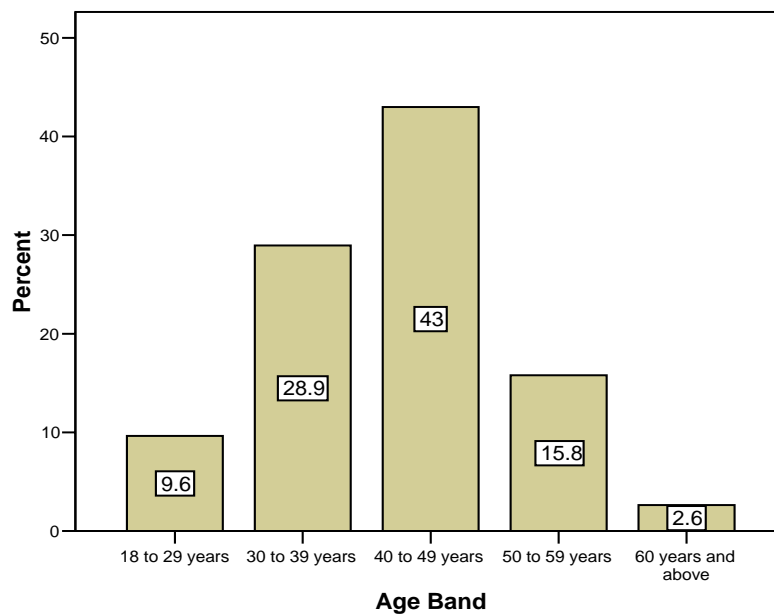
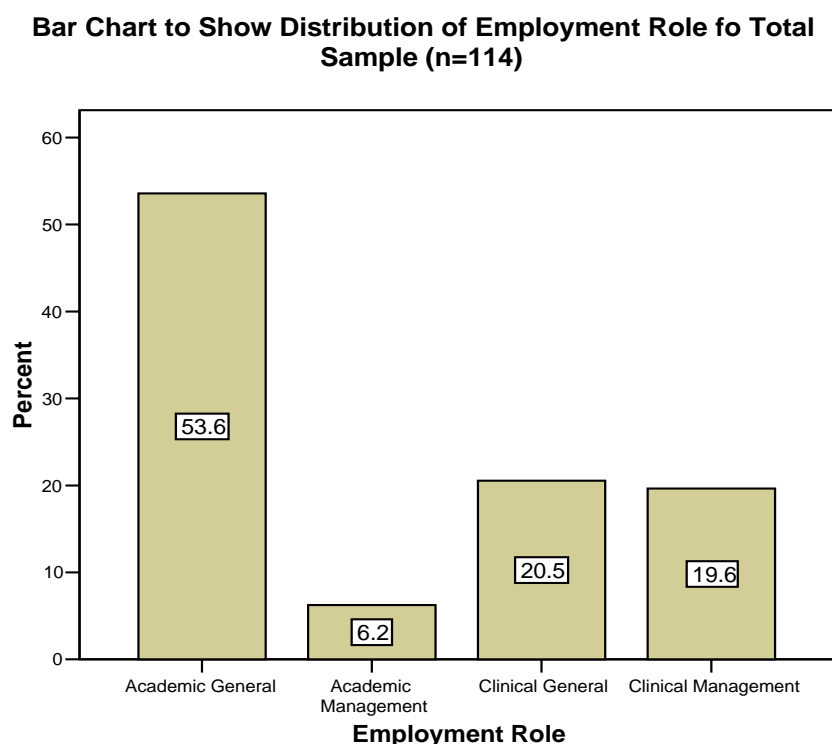


Figure 7



Results indicate both a strong involvement in academic writing (Figure 8) and interest in writing for publication (Figure 9) within the sample population. Similar findings are evident when the population is sub-divided into academic and clinical groups (Figure 10 & 11), and age groups (Figure 12 & 13). Mann-Whitley U testing shows no significance in the difference between employment role and academic writing involvement ( $p=0.614$ ), nor is there a significant difference between employment role and interest in writing for publication ( $p=0.439$ ). Further, no significant difference could be identified for either involvement in academic writing or interest in writing for publication, when compared against age ( $p=0.596$  &  $p=0.686$  respectively) and gender categories ( $p=0.677$  &  $p=0.339$  respectively).

Figure 8

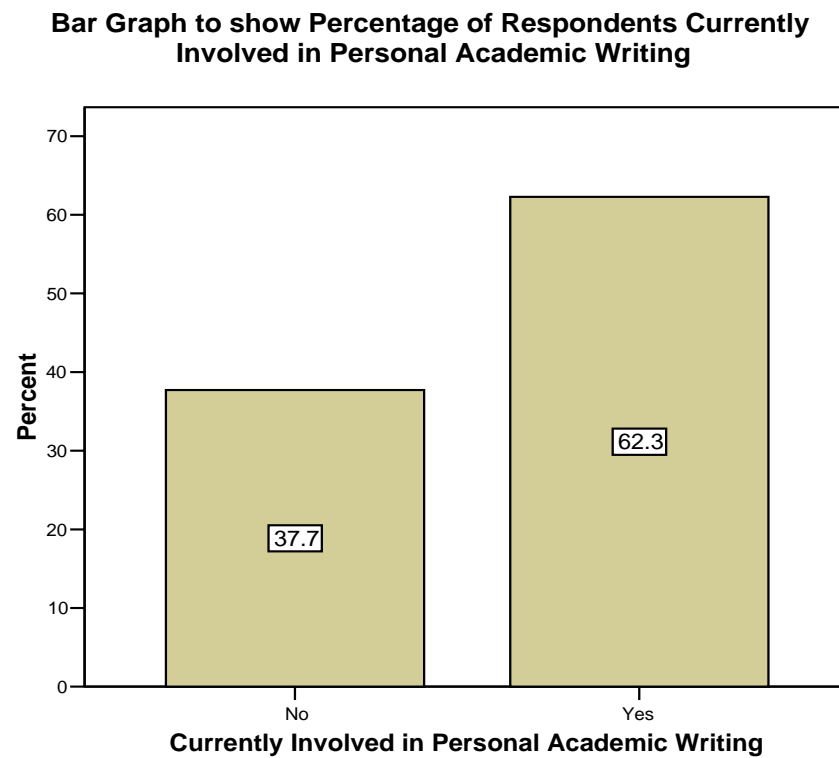


Figure 9

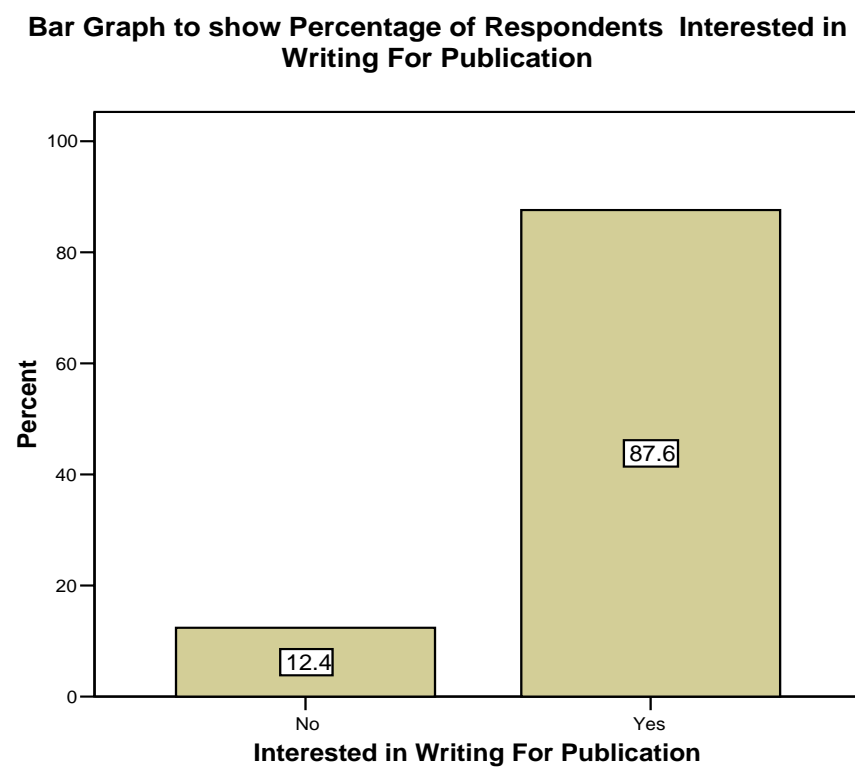


Figure 10

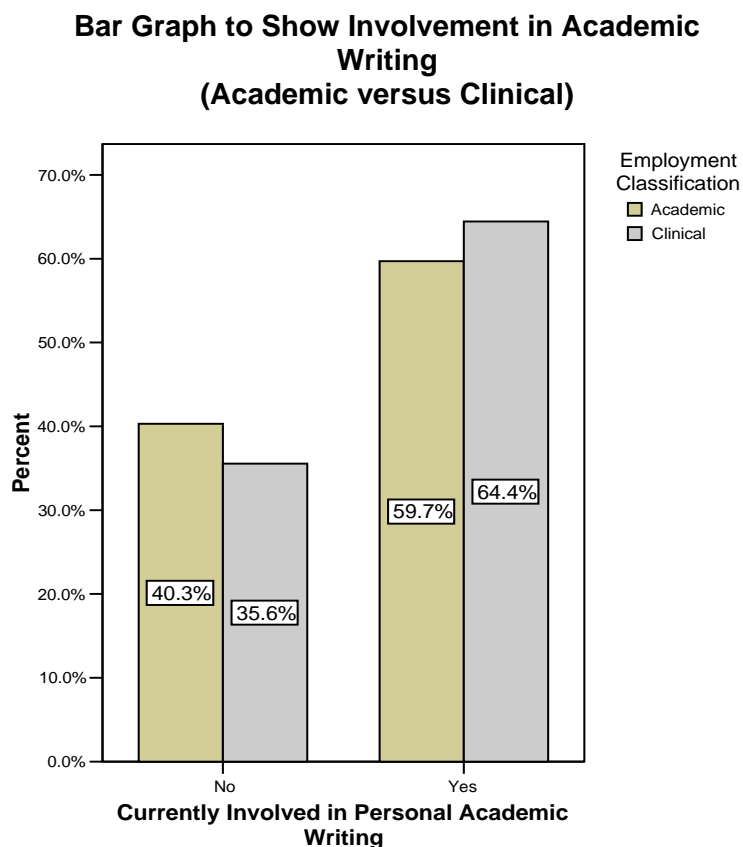


Figure 11

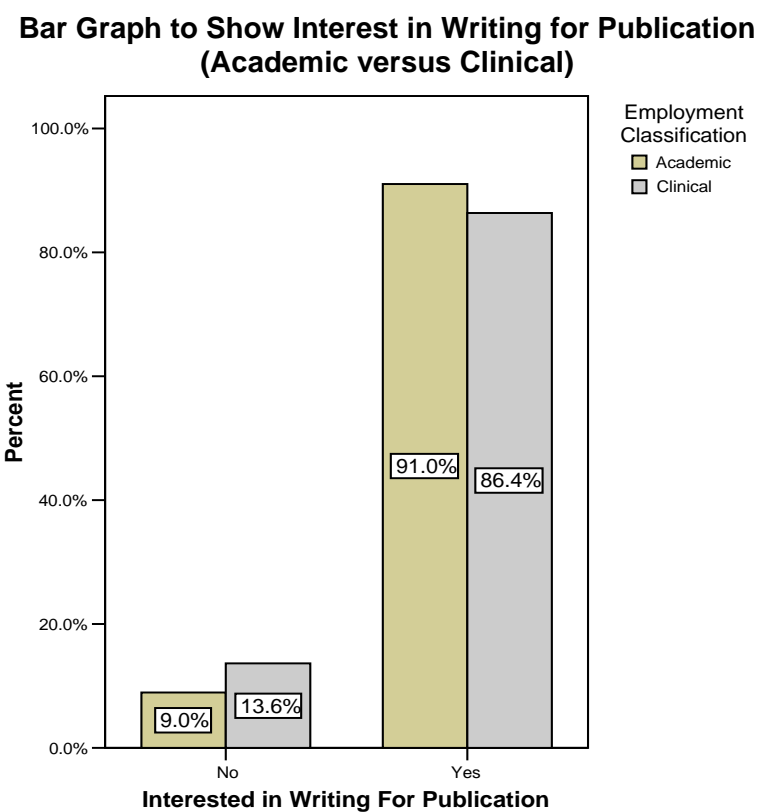


Figure 12

**Bar Graph to show Involvement in Personal Academic Writing  
(Grouped by Age)**

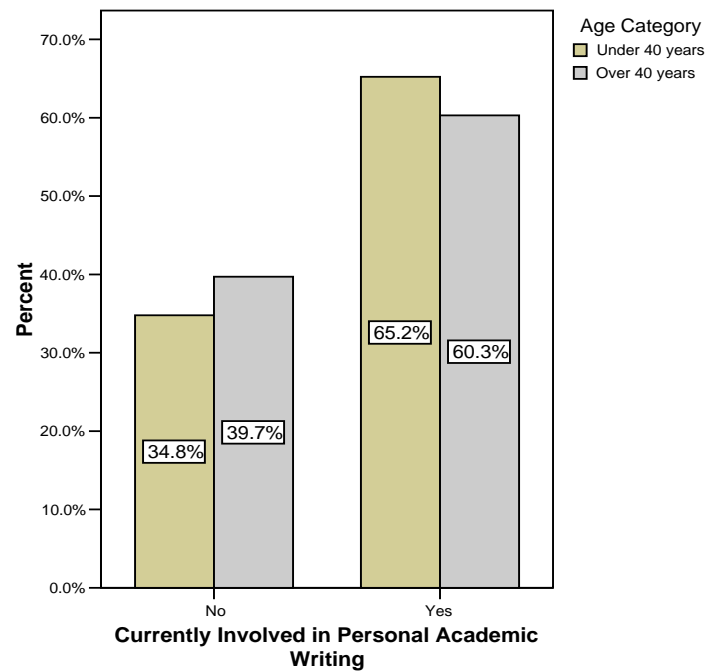
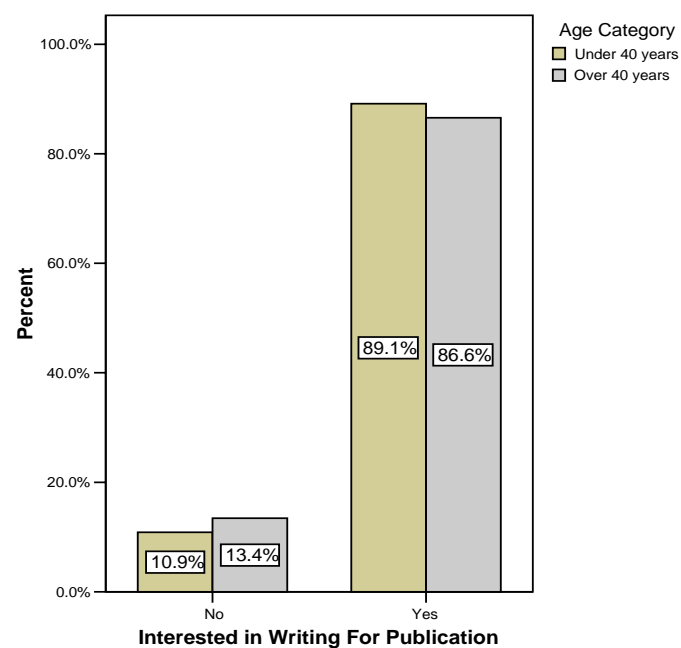


Figure 13

**Bar Graph to show Interest in Writing for Publication  
(Grouped by Age)**



Respondents were asked what factors they perceived as having an influence on their ability to write for publication. In addition to a free text response, five suggested factors of influence were listed and respondents invited to rate their response on a 5 point likert scale ranging from “Strong Influence” to “No Influence at All”. Figure 14 shows a table comparing the percentage response indicated for each of the five obstacles listed. From this table, it is evident that workload demands are by far the most common influence on respondent’s efforts in writing for publication (73.5%, n=85). Figure 15 illustrates a bar chart comparing a breakdown of respondents by age band for the influence of work-load. Here it can be seen that 100% of 18-29 year olds perceive work-load as a strong influence or fairly strong influence on their participation in writing for publication.

*Figure 14*

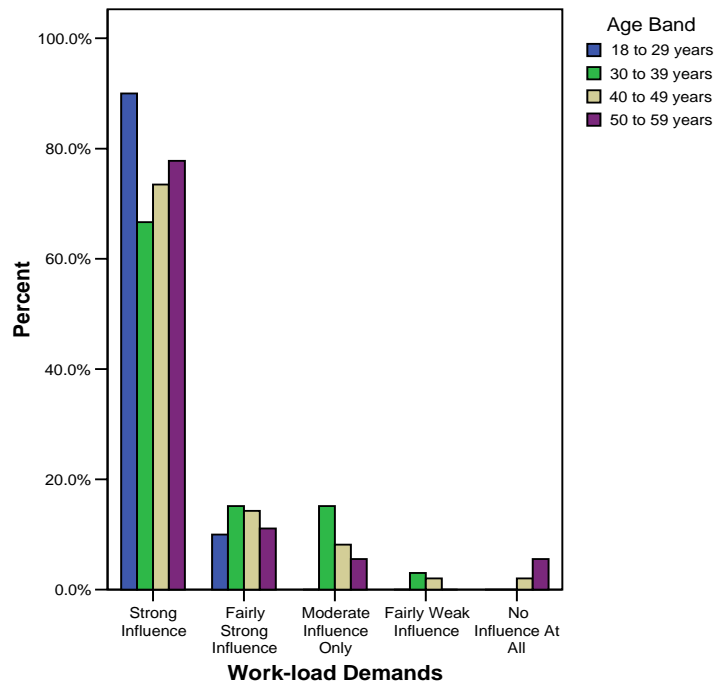
**Chart Showing Ratings of Influence to Writing for Publication by Total Percentage Response**

	Strong Influence	Fairly Strong Influence	Moderate Influence Only	Fairly Weak Influence	No Influence at All
Workload Demands	73.5	13.3	9.7	1.8	1.8
Family Life	27.4	30.1	26.5	9.7	6.2
Lack of Confidence	23.3	14.3	33.9	18.8	10.7
Lack of Ideas	9	11.7	26.1	30.6	22.5
Lack of Support	16.1	26.8	30.4	17.9	8.9



Figure 15

**Bar Graph to show Percentage of Respondents Indicating Work-load Demands as an Influence to Involvement in Writing for Publication by Age Groups**

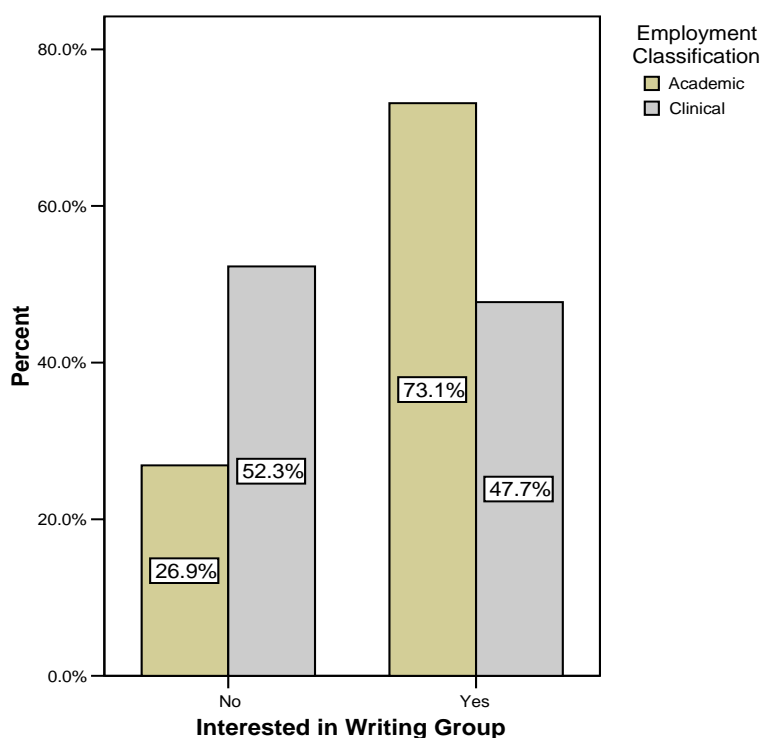


A series of comparisons between each of the potential influences was made for gender, employment and age categories. These comparisons were based on the use of the Mann-Whitely U test, where the potential influences represent a categorical data type assuming a null hypothesis that no difference exists. The use of Mann-Whitely testing for forming comparisons between two groups of categorical data is advocated by Denscombe (1998). No statistical significance could be identified for any of the ranked influences when compared against age. However, lack of confidence was indicated a significant influence when compared with gender ( $p=0.04$ ). Further, lack of support was significantly linked to employment categories ( $p=0.021$ ).

Respondents indicated an interest in becoming involved in a writing group (61.4%,  $n=70$ ). However, it was evident that a greater number of academic staff members were interested when compared to clinical staff as illustrated in Figure 16. Chi-square testing illustrated that the degree of difference between the academic and clinical groups was significant ( $p=0.007$ ). A similar comparison illustrated a less significant difference between the gender groups ( $p=0.042$ ). No significance was identified for age categories ( $p=0.656$ ).

Figure 16

**Bar Graph to show Percentage of Respondents Indicating  
An Interest in Becoming Involved in a Writing Group  
(Grouped by Employment Classification)**



Those respondents expressing an interest in writing groups were asked if they had previously attended a writing group and if so where. From the 70 respondents who had indicated an interest, the majority had no experience of similar groups in Chester (80%, n=56, Figure 17), or any other institution (82.9%, n=58, Figure 18).

Figure 17

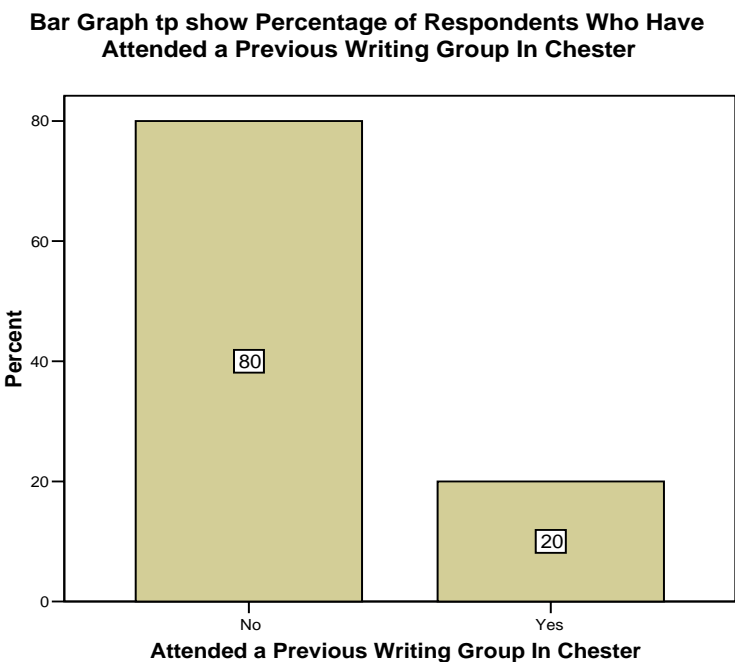
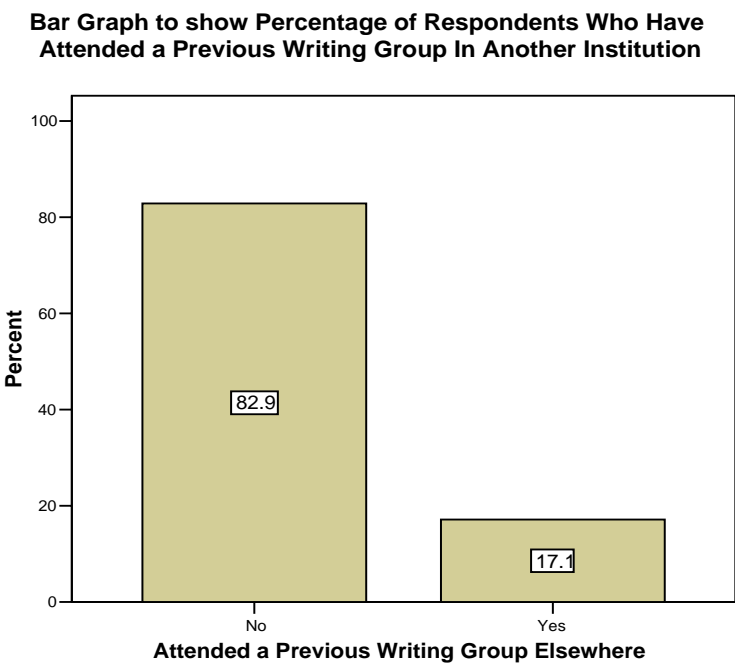


Figure 18



Respondents were asked to identify the types of support they would seek and provide within the writing group. These were primarily indicated from a list of common support types. Multiple responses were permitted, for example a respondent could indicate an interest in sharing ideas and peer review of drafts. Finally a space was provided for the respondents to list additional support types as a free text entry.

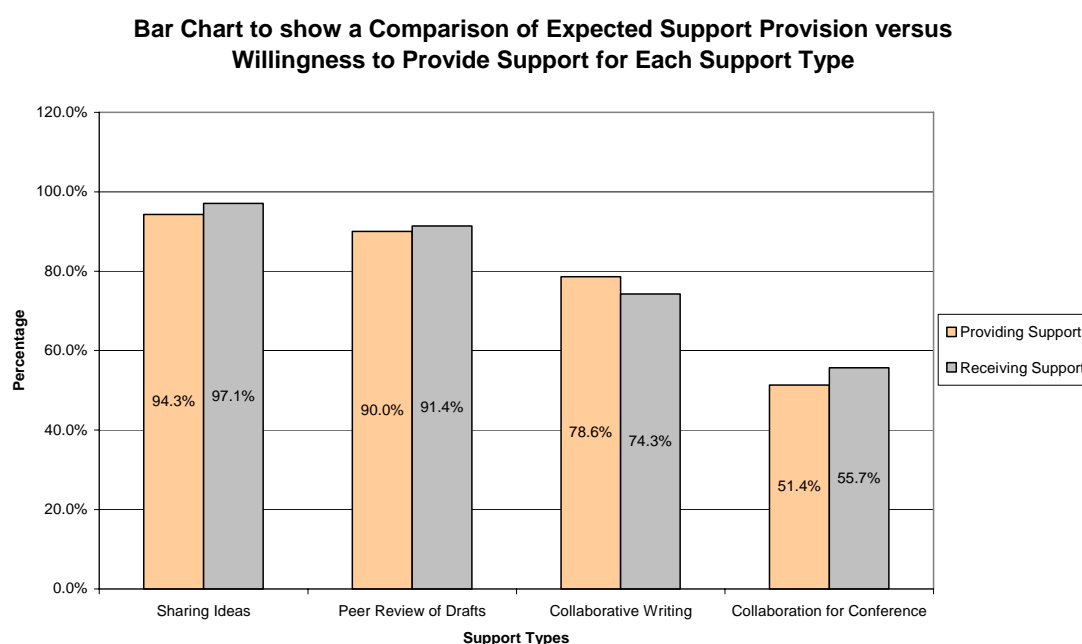
Analysis was limited to the use of descriptive frequencies due to nominal data types generated within these questions. It should be noted that only those respondents indicating an interest in participating in the writing group were asked to provide a response (61%, n=70). The results show (Figures 19 & 20), that the sharing of ideas (97.1%, n=66) and the peer review of drafts (94.3%, n=63) is clearly the most common support need indicated by the sample. When compared to the provision of support a high degree of consistency for the various strategies is evident.

*Figure 19*

**Chart to show a Comparison of the Percentage of Respondents Interested in Providing and Receiving Specific Types of Support within a Writing Group**

	Receiving Support	Providing Support
Sharing Ideas	94.3%	97.2%
Peer Review of Drafts	90.0%	91.5%
Collaborative Writing	78.6%	73.2%
Collaboration for Conference	51.4%	54.9%

**Figure 20**



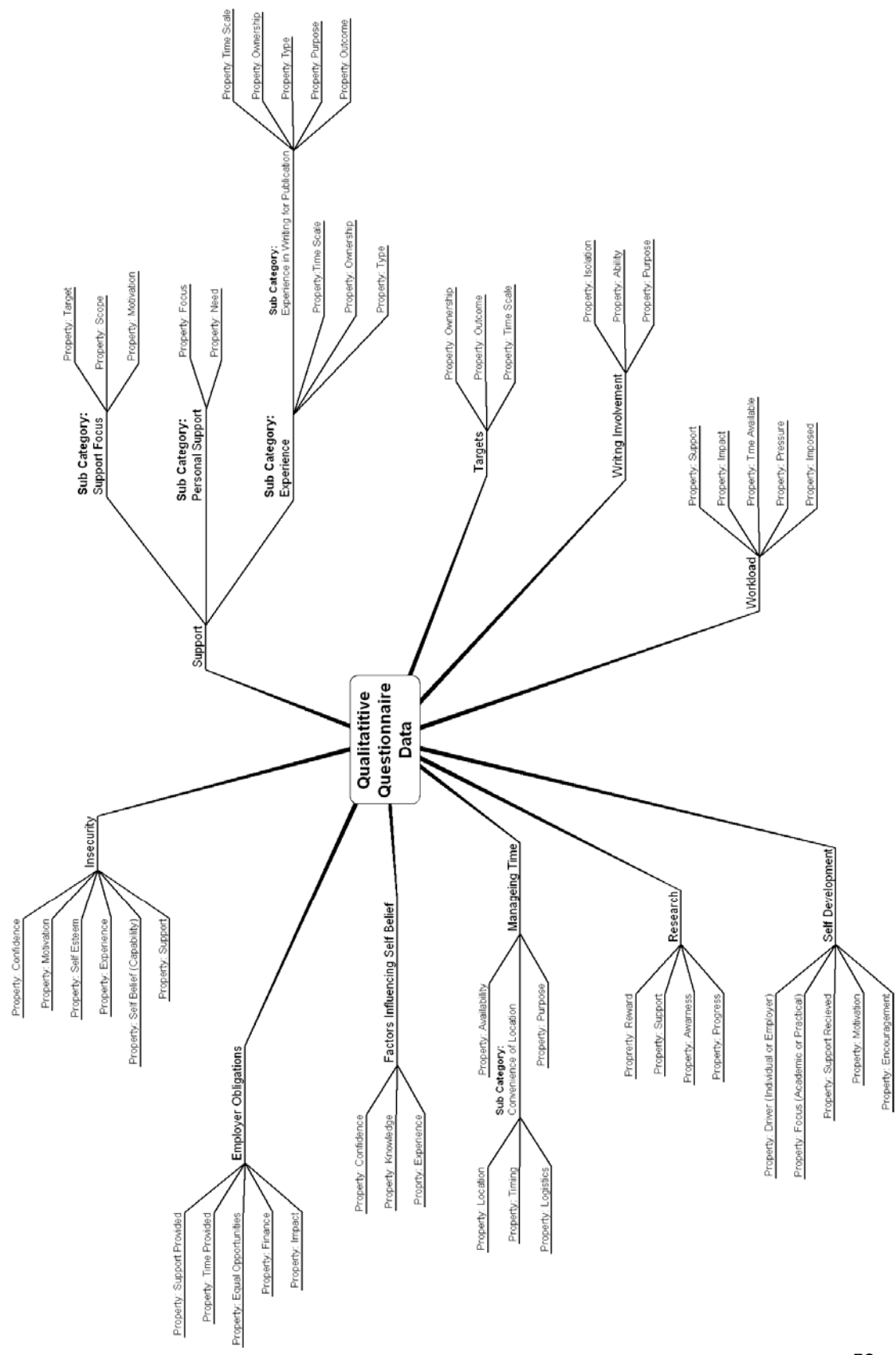
## Qualitative Questionnaire Results

Six questions within the questionnaire were designed to provide qualitative data. These provided a wealth of data in the form of 297 written responses (3122 words for analysis). Open coding was completed for all responses (Appendix 9) and resulted in the formation of 127 data codes (Appendix 10), 10 data categories and 5 sub-categories. Figure 21 illustrates the data categories identified along with a breakdown of their associated properties. Appendix 11 provides a breakdown of data codes within each category and sub category type.

The axial analysis method described within the methodology section proved difficult to implement using questionnaire data. This was thought to be related to the concise nature of responses and the more precise nature of the questions used. However, it was noted that many of the 127 data codes were spread across numerous category and sub category types. This was thought to indicate the existence of links between and within the categories. In order to complete some form of extended structural analysis, the frequency of shared data codes between the categories was examined. When presented graphically this provides a crude measure of relationship between categories (Appendix 13).

Figure 21

Category Map showing Main Categories and Associated Sub-Categories & Properties from Open-coding of Questionnaire Qualitative Data



## Qualitative Interview Results

Fieldwork in relation to semi-structured interviews commenced with a pilot interview in January, 2005 and was scheduled to last 2 months. Four further interviews took place within February and March each lasting between 45 and 60 minutes. The five interviews provided approximately 4.5 hours of audio taped conversation for transcription, leading to a collective total of 44602 words. To minimise the potential of bias through inexperienced interview technique, the pilot interview was removed from the analysis leaving a total of 35527 words within the transcripts.

Open coding was carried out at a word level for the first interview transcript. Sentence or paragraph level coding was then applied to the remaining transcripts. It should be stressed that when a section of text was identified to be of particular interest, analysis reverted back to word level coding in order to ensure interpretation considered alternative contextual meanings. This process is based on the recommendations of Strauss & Corbin (1998) and is intended to form the conceptualisation of data categories (concepts defined by established properties). To facilitate the process of axial analysis a category map was created simultaneously with the coding to keep track of the categories identified and their associated properties (Figure 22). This microanalysis of data revealed 190 separate codes (Appendix 13) within 4 major categories (Support, Practicalities, Writing Involvement and Self Development) and 29 sub categories.

**Category Map showing Main Categories and Associated Sub-Categories & Properties from Open-coding of Interview Data**





## Discussion of Findings

### **What interest do academic staff and post-graduate students have in regard to academic writing?**

The results of the questionnaire indicate a strong degree of involvement for both student and academic staff in relation to academic writing. Further, no significant difference was identified when the interest in writing was compared to age, gender, and employment categories. This is perhaps unsurprising given that a large proportion of time will be spent by both groups participating in written academic assignments. Indeed, when asked to identify current writing activities, 47 out of 51 respondents (81%) providing an answer indicated writing activities related to some form of academic programme.

In asking participants to state their interest in writing for publication a separate indicator for a more precise type of academic writing interest was obtained. Once again a high degree of interest was identified (87.6%, n=99). As for academic writing involvement, no statistically significant difference could be found for interest in writing for publication when examined by age, gender or employment categories. These results support the hypothesis that academic staff and post-graduate students are interested in writing for publication. However, it can be argued that the results are limited in that a measurement of those currently writing for publication, or having published previously is not established.

These findings would seem to potentially conflict with the perception that nurses have a high degree of apprehension in seeking to become published (Driscoll & Driscoll, 2002; Nelms, 2004; Newell, 2000). In considering this, it should be kept in mind that a large proportion of the respondents were nurse educationalists, and are consequently under considerable pressure to publish. Further, it should be remembered that the respondents were not asked directly about feelings of apprehension in regard to writing. It is therefore possible that no correlation exists between the two phenomena. Put simply, respondents who indicate an interest in writing for publication may also be apprehensive in taking the interest beyond the cognitive level and into writing

activity. This is crucial as it can be argued that the first stage of supporting potential authors is motivating them from a point of interest into activity.

Such a view is supported by the research of Hicks (1993), who explored the reasons why midwifery research was associated with a poor publication output. Although the results of the study are dated and potentially biased through inadvertent purposive sampling, Hicks findings are of relevance. The research identified that nearly two thirds of respondents reported having some involvement in self initiated research, but only 1% of the sample had published their work. Despite the difficulty in generalising this result beyond the sample population (n=550), the result does indicate that interest in research activity is not a problem associated to poor research output (measured through publication). Instead, a more specific problem exists relating to the last stage of the research process – dissemination.

From the analysis of interview data, the sub category ‘Outcome’ (branching from the category ‘Writing Involvement’), has particular relevance to questions relating to interest in academic writing. ‘Outcome’ is described as having two defining properties, ‘Reward’ and ‘Impact’. These properties can be argued to be examples of extrinsic and intrinsic motivators, and consequently add a further dimension to the discussion of writing interest versus writing activity; particularly if viewed as targets for potential interventions aimed at encouraging writing activity.

Consider the following vignette from Respondent 4 when asked to identify the consequence of publishing earlier in his career:

*“Having it on your C.V. ... (Pause)... although it wasn’t an academic piece of work, never the less it’s still worth, or was at that time, worth putting in. The situation when I came to actually get my first job was such that there were more jobs than there were nurses ... so it didn’t really matter in the end that I had that piece of work that I could send, but I would imagine that in some cases it would’ve been [important]”*  
(Respondent 4)

Here the respondent indicates a potential reward from a past publication and the potential of this reward as a motivational force. Similar examples of potential rewards were evident within both the interview and questionnaire data. For example, the potential rewards of academic achievement, notoriety, and financial gain. When the intention of writing exists as a direct consequence of the perceived reward, the reward can be argued to be a form of extrinsic motivation as defined by Ryan (2003).

Extrinsic motivation comes from the concept of external reward, whereas intrinsic motivation relates to satisfaction within the 'self' (Ryan, 2003). Respondent 3 illustrated an example of intrinsic motivation related to the potential to enhance the lives of others, whereas Respondent 2 identifies a more ego-centric form of intrinsic motivation:

*"The stuff that you're doing and the stuff that you've done will be out there for further comment, won't it and enhancing the lives hopefully of other people."* (Respondent 3)

*"Publishing is a great ego trip of course"* (Respondent 2)

The desire to bring about positive change is a powerful intrinsic motivational factor; for example Respondent 5 states:

*"I feel that whatever I investigate, and whatever I seem to be doing as good practice, is worth sharing."* (Respondent 5)

Respondent 3 goes further in describing the need to disseminate knowledge as a *"moral obligation"*.

Discussion of motivational factors in regard to writing for publication is closely connected with the issue of obstacles to the writing process, and will therefore be discussed to greater depth within the next section of this chapter.

## **What are the perceived obstacles to becoming involved in writing for publication?**

The results of this study indicate a strong interest in writing for publication, yet there exists a reported shortage of nurses writing for publication (Albarran & Scholes, 2005; Driscoll & Driscoll, 2002; Nelms, 2004; Hicks, 1993). It is therefore reasonable to postulate that obstacles must exist to writing for publication; this notion was explored throughout the study presented. Although triangulated methods were used, this was to provide completeness of exploration, rather than confirmation of validity. It is interesting therefore to note that the various elements of study indicated several joint factors as obstacles to writing for publication. This suggests a high degree of validity in regard to these concurrent themes. For example, factors related to experience, self belief, workload and confidence. These shared results will now be discussed.

The strongest theme running through all data sources is the influence that existing workload has on individuals interested in writing for publication. Workload represents by far the strongest influence reported within the quantitative data with 86.8% (n=98) of respondents reporting this as a strong (73.5%, n=83) or a fairly strong influence (13.3%, n=15). Within the qualitative data 'Workload' is represented as an independent category within the questionnaire analysis, and as a sub category of 'Practicalities' within the interview analysis. Similarities in the properties of both category types are noted; however within the interview analysis exploration of these properties is taken to a deeper level. For example, 'Time' is a property identified within the questionnaire analysis; however 'Time' is explored as a separate sub category of 'Practicalities' within the interview analysis. The influence workload has on writing is perceived to be universally inhibitive. For example, consider the following vignette from a questionnaire in response to the question "What would help to encourage you to write for publication?"

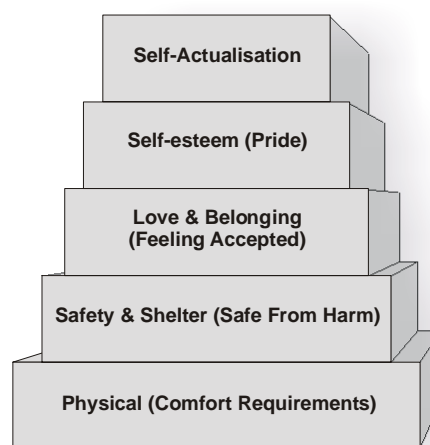
*“I realise that utilising time management skills should be part of my role and I could put aside time for this [writing for publication] - however, studying on a course, to then work on an assignment(s) impacts on my current working practices in relation to my role and responsibilities: Module Leader for three modules; Module co-ordinator for one; link tutor for eleven placements; representative for Learning Support; Resource Users Forum; Practice Placement Committee; First Aider at work; Manual Handling key trainer. All I enjoy though they leave little room to manoeuvre.” (Questionnaire Response)*

This vignette identifies how workload can be closely associated to the concepts of time and the perceived priorities/ pressures existing workload demands can bring.

When considering the requirement to identify priorities in workload, it becomes possible to identify how motivation may vary between and within individuals. As such it can be argued that workload can have a negative influence on an individual seeking to develop writing skills. Consider the theory of motivation suggested by Maslow (1962, as cited in Reece & Walker, 2003, Figure 23).

*Figure 23*

### **Maslow Hierarchy of Needs**



Adapted from: Maslow as cited Reece & Walker (2003)

According to Ryan (2003), Maslows hierarchy of needs illustrates how behaviour is affected through two core principles; deficit and progression. In regard to behaviour related to writing for publication, the principle of deficit could centre on the individual striving to meet the need for self esteem; for example, taking pride in a job well done. The individual's ability to achieve this is based on their ability to adequately manage the demands of their perceived workload. Only once the current deficit has been met may the person progress to the next level, for example, needs of self actualisation. Furthermore, if the workload demands become excessive it can be argued that even the needs associated with physical comfort become threatened, for example through fatigue. This is illustrated within the data by a requirement for protected time:

*"I think it's, for me at the minute it's another thing I'm doing as well so what I'm intending to do. Even without the research for the research team here I go through my work every day, you know your teaching, your marking, your everything else, and all of a sudden think ah, I better do a bit on that. So its time, protected time is important."*

Respondent 3

Respondent 4 also describes the influence of workload to the perceived pressure to publish:

*"I think if there is any pressure [to publish] it's from myself, because I think I'd like to, but I need to build it in to my work and home life because to publish you really need to be thinking about doing research and to do research is very time consuming as I've found"*

Respondent 4

Interestingly, this vignette also links writing involvement to family life and highlights a perceived association of publication to research. Family life was identified within the questionnaire as the second most important factor influencing writing involvement with 57.5% (n=65) of respondents reporting either a strong influence (24.7%, n=31) or a fairly strong influence (30.1%, n=34). Considering the need for research as a pre-

requisite of writing involvement represents an obstacle to those interested in publishing. Within the interview data, research is portrayed as a time consuming activity which increases workload demands. It also requires supervision and the development of new skills. A strong link between research and writing was identified within the qualitative questionnaire analysis (Appendix 13). Although no quantitative measure of the perceived association of research to publication was attempted, the qualitative analysis of this issue is strong enough to suggest that measures are needed to promote awareness of other types of writing for publication; for example narratives, reflections and commentaries.

Hicks (1993) identifies confidence and insecurity as major obstacles involved in preventing midwives from seeking to publish research findings. Similarly, a lack of confidence was identified as an inhibitive factor to writing for publication within all three analysis methods suggesting a valid concurrent theme. Within the qualitative data this is expanded to include other factors which may influence an individuals self belief; for example, fear, credibility and lack of personal experience. The quantitative data suggest a significant difference in lack of confidence between gender groups ( $p=0.04$ ). However, it must be recognised that the result is only just statistically significant and the sample population is biased towards female respondents. Given the low number of male respondents ( $n=17$ ) it is possible to speculate that a different result may have been obtained with a larger sample population.

Fear of the consequences of publishing is a common theme identified within both the qualitative questionnaire responses and the interview analysis. Five properties defined the sub category 'Fear' within the interview transcripts, these were: 'Accuracy'; 'Criticism'; 'Rejection'; 'Control'; and 'Expectation'. The following vignette taken from Respondent 3 illustrates several of these properties:

*"I suppose of its fear that er, fear of the unknown because they've never done it before and also fear then you're almost exposing yourself aren't you to the whole world and telling them what you're doing, so you're open to criticism then aren't you? Which is gonna be good or bad isn't it? You can take it and learn from it, or you can curl up in a corner". Respondent 3*

Factors that influence self belief can be argued to have direct relevance to the affective approach individuals take in regard to writing for publication. These obstacles are perhaps greatest when the individual has no experience of publishing and is in the role of learner. In this instance the implications of poor self confidence could lead to diminished levels of motivation. Regan (2003) identifies that motivation within learners must be high if self directed learning (SDL) strategies are to offer any benefit over classical approaches to learning. It is the author's experience that much of the learning associated with writing for publication is self directed, and as such any factor potentially reducing motivation is significant.

Within the qualitative analysis of questionnaire responses, 'Experience' was identified as a sub category of 'Support'; whereas, 'Experience' was identified as a sub category of both 'Support' and 'Self Development' within the analysis of interview data. This indicates the complex nature of experience in regard to writing for publication. A key property of the category 'Experience' within 'Support' is the notion of ownership. Here two distinct dimensions were identified; personal experience, and the experience of others. Both types of experience could be seen to act as obstacles to becoming involved in publishing. For example, in describing the reasons for feeling fearful, one respondent related to the experience of a colleague:

*"She was going to conference and that was the one thing she was absolutely terrified of and I remember thinking in the audience go on (Name #1) you're alright, you're ok, no-ones going to challenge you, you're ok, just keep going."* (Respondent 5)

Here a negative connotation to publication at conference is established creating a likely obstacle to the respondents own future participation in conference publication. A lack of personal experience was frequently cited within both interview and questionnaire data as an obstacle to writing for publication. Respondents without prior experience seemed unsure of where to start and what process to follow.

However, experience was also related to the overcoming of perceived obstacles. In this case the emphasis was firmly rooted within the concept of learning from experience (either personal or that of others).



*“I’ve asked (name 4) to have a look at some of my stuff cause he’s just got some stuff through for publication, so I’ve just asked him to look at stuff that we’re doing at the (name) clinic, he’s been very helpful with tips and hints.”* Respondent 3

This vignette helps to illustrate how experience can be perceived as benefiting personal learning. Within the ‘Self Development’ category of the interview analysis, ‘Experience’ is seen to have a sub category ‘Learning’. The properties of this sub category are of particular relevance to the educationalist seeking to support writing development; namely, ‘Reflection’ and ‘Stories’.

Dewey (1933, as cited in Curzon, 2004) in describing reflective thinking was one the earliest advocates to the potential benefits of reflection within education. Since Dewey, reflective learning has undergone an abundance of debate. For example, the work of Schön (1983) describes reflective learning in relation to reflection on and in action. Reflection has become a widely implemented strategy on which to base learning. As a concept, reflection is well known to nursing, where it has become a frequent requirement for both initial registration and ongoing professional development (Hargreaves, 2003). Similarly, reflection is recognised by Biggs (2003) as essential to the development of quality higher education. Given this cultural context it is perhaps unsurprising to find a link between the concept of experience and reflection.

Story telling as a learning strategy is reported to be “one the oldest features within world cultures” (Bowles, 1995, pg.365). Indeed it is argued that reflection is itself a derivative form of storytelling (Bowles, 1995). Woodhouse (2005) suggests that storytelling within higher education is dismissed as a pedagogical approach to learning. This is curious given andragological theory has led to a greater sense of creative freedom in teaching practice (Woodhouse, 2005), encompassing strategies of SDL and reflection. Stories are said to build on tradition and aid the development of cultural identity through sharing an understanding of linguistic and symbolic traditions (Bowles, 1995). As such, stories related to writing for publication take on

an immediate relevance to practice, especially when the stories are rooted within experience.

The hypothesis that both organisational and affective factors act as obstacles to writing for publication is clearly supported within the results discussed. However, the degree of influence various obstacles have on individuals writing for publication can be shown to vary. Consideration to the difference of gender and lack of confidence has already been given, however this is not the only point of variance. Quantitative comparison of the perceived influence of a lack of support versus employment role, illustrated a significant difference between the academic and clinical groups ( $p=0.021$ ). This finding could reflect the differences in organisational culture between various working environments. For example, the academic organisational culture places great value on publication (Traynor and Rafferty, 1999). In addition, the academic culture of research is likely to attract academics seeking experience in research activity (Cleverly, 1998). This mix of experience provides a valuable source of readily available support for individuals working in the same environment. This is contrasted with the emphasis of non academic organisational cultures. Here, the focus and core value of an organisation is likely to differ. Writing for publication, although valued, is less likely to be seen as a priority, and therefore support less forthcoming.

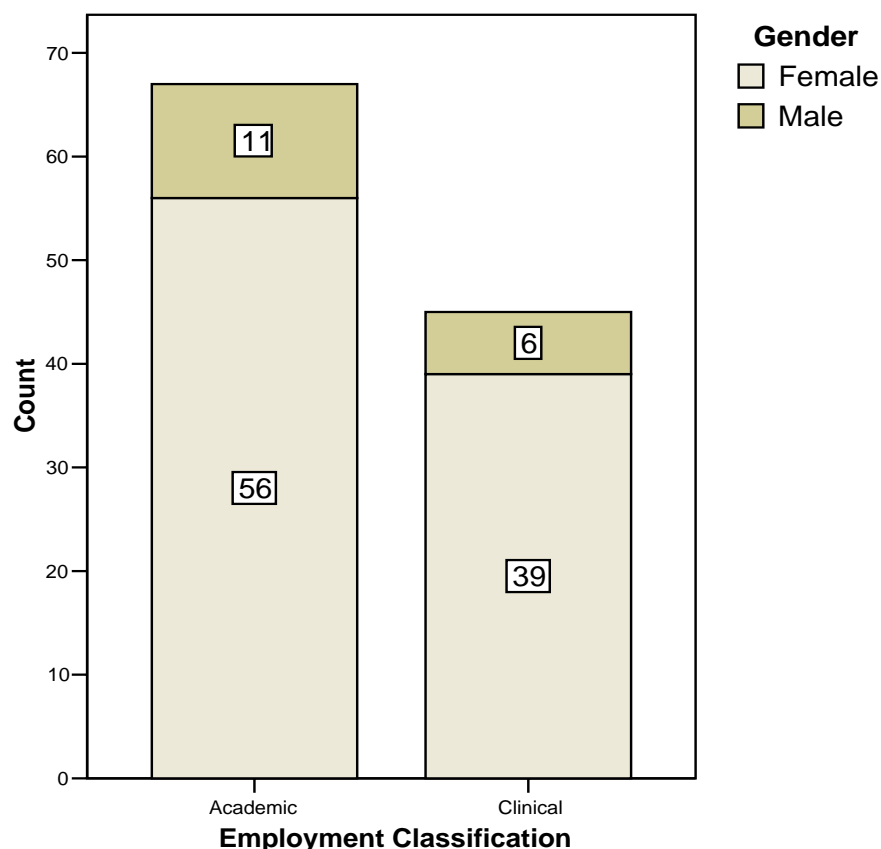
### **Do academic staff and post-graduate students want to become involved in a writing group?**

The results indicate that respondents have a strong degree of interest in becoming involved in a writing group. This provides support for the hypothesis that the writing group as a method of peer support for academic writing is a valued notion. However, a statistically significant difference was noted in regard to the degree of interest expressed when compared to gender ( $p=0.042$ ) and employment ( $p=0.007$ ) categories. Furthermore, only 20% ( $n=14$ ) of respondents indicating an interest in becoming involved in the writing group ( $n=70$ ), had previously attended such a group at Chester, and only 17.1% ( $n=12$ ) had attended a similar group elsewhere. When compared to the degree of interest expressed (61.4%,  $n=70$ ) it becomes evident that obstacles to participation must exist.

When considering the difference found between gender categories, it is worth noting the potential limitations imposed by the sample. This illustrates a high degree of bias to female respondents, and it is possible that the bias is responsible for the differences identified. This argument is strengthened when the distribution of male respondents across employment categories is factored in to the analysis (Figure 24). Given the two employment categories were found to have a significant difference when compared to expressed interest in writing groups, and the distribution of male respondents between employment categories is grossly unbalanced, there exists the potential for the employment result to skew the analysis of the gender result. Subsequently, it is thought unsafe to base any conclusions on the gender difference identified.

*Figure 24*

**Stacked Bar Graph to show the Distribution of Gender Categories Across Employment Categories (n=112)**



The comparison of employment categories to desired involvement in a writing group shows a high degree of significance ( $p=0.007$ ). This is particularly interesting in light of the previous finding that clinicians identify a significantly greater need for support than academics ( $p=0.021$ ). Why is it that clinicians identify the greater need for support, but a greater number reject the notion of a writing group as a mechanism to provide this support? Unfortunately the interview data can shed little on this finding beyond supposition. This is due to the exclusion of the clinical group within the selection of interview candidates. Further, although several categories from the analysis of qualitative questionnaire responses could indicate potential reasons for the identified difference, the data set was analysed as a combined sample and not differentiated into sub sample groups. In consequence, the data categories identified relate to both academic and clinical groups.

The category of ‘Practicalities’ identified within the interview analysis has particular relevance to the degree of interest shown by the interview sample. This category shares similarities to the categories of ‘Workload’, ‘Managing Time’ and ‘Employer Support’ identified from analysis of the qualitative interview data. Of particular note is the sub-category of ‘Support Location’<sup>2</sup>. This sub-category was found to have two further sub-categories; ‘Site’, with properties ‘Virtual’ and ‘Physical’; and ‘Convenience’, with properties ‘Positives’ and ‘Negatives’. In addition, ‘Support Location’ has two additional properties ‘Form’ and ‘Distance’. As the name suggests the ‘Practicalities’ category broadly relates to the perceived practicalities of becoming involved in both academic writing and the writing group.

Numerous reasons for a preferred support location were identified. As expected many of these reasons were connected to notions of convenience and perceived pressures on time. For example, consider the following vignettes:

*“Anywhere where we can meet and not be disturbed! Venue could change to reflect the membership of the group and also commitment if travel involved. Also somewhere with parking.”*

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<sup>2</sup> Note: ‘Convenience of Location’ was also identified as a sub-category of ‘Managing Time’ from the qualitative analysis of interview data.

## Questionnaire Response

*“(Site Name) would obviously be easier for me as we live further a field (would take two hours to get from Chester to home) but, if this is not possible, I would go anywhere provided it is held during the day so it gives time to travel back to base centres.”* Questionnaire Response

These responses to the question “Where would you prefer the writing group to meet and what is the reason for your preference?” are typical of those provided. Both illustrate a need for the group to be convenient to those participating. This convenience relates to numerous practicalities, such as the distance to be travelled, the time of the meeting, and the amenities of the site. The first vignette identifies the need for privacy whilst the second indicates that group participation should be within normal working hours.

The development of a virtual (web or email based) writing group was an approach suggested by three interview respondents as a novel solution to issues of convenience and practicality. Virtual support groups were thought to have potential in reducing the implications of time management, and the implications of geographical distance as illustrated in the vignette below:

*“You know if you think about the dialogue that takes place through the e-mail system now, you know, that seems to me to be the terrific way of doing it, and to think that suddenly I don’t have to flog to (Location #2), but not only can I just press a button and print and read at my leisure here, I can respond as well.”* (Respondent 2)

It is therefore possible to postulate that the venue of a writing group may influence an individual’s willingness to participate in numerous ways. The choice of venue subsequently needs careful consideration prior to implementation; especially when potential participants are spread across disparate sites. This relationship is worthy of further study, and may be well suited to evaluation research methodologies.

### **What types of support would those interested in the writing group expect to receive and provide?**

Questionnaire respondents, who had indicated an interest in a writing group (n=70), were asked to indicate the types of support they would seek from the group. By far the most expected types of support were those of idea sharing (94.3%, n=66) and peer review of drafts (90%, n=63). However, 78.6% (n=55) also indicated an interest in support related to collaborative writing, although only 51.4% (n=36) indicated an interest in collaboration for conference purposes. Remarkably similar results were identified when respondents were asked to indicate the types of support they would be willing to provide. This suggests that respondents may be willing to work as a team based on a notion reciprocal support. Although such a hypothesis is supported within the qualitative questionnaire responses, further research is needed to truly establish this link:

*“Only by sharing of view and ideas can any prospective writer expect reciprocation....I will do anything that promotes this reciprocation.”*

Questionnaire Response

The results presented would seem to suggest a degree of reluctance in seeking collaborative partnerships amongst some respondents. This is contradictory to the assertion of Hollis (2001) that there is a secular increase in the rate of co-authorship within academia. It is possible that a reluctance to collaborate is borne from concerns of the associated practicalities, especially those relating to ethics as outlined by Archer Copp (1993). Further, it can be speculated that authors could be concerned about the risk of plagiarism (Archer Copp, 1993). If one accepts that publication output can in some cases relate to organisational performance targets, the risk of plagiarism may be very real to some respondents. However, from the results of this study, it is difficult to move forward from speculation, to identify a precise cause for this apparent reluctance to collaborate. Indeed, the interview data would seem to contradict this finding altogether. Within the interviews, respondents made several references to collaboration. These included collaboration with practice based colleagues and those more experienced in writing. For example:

*“I can think of the benefits of collaborative writing in our world, I can think of two. One is exactly as you say, in drawing people who are tentative about it because they haven’t done it first. And the question might be who? Practice – people in practice – educators who have got their feet in practice, who are perhaps able to collaborate with somebody who has a more academic background and that seems to me a wonderful potential for collaborative writing actually and the academic experience and the clinical practice experience working together...”* Respondent 2

The qualitative analysis types do emphasise other types of support that are desirable. Prominent within this is the theme of motivation. ‘Motivation’ was identified as a property of the sub-categories ‘Support Focus’ and ‘Self Development’ within the qualitative questionnaire analysis. It is worth noting that a strong link was suggested within the diagrammatic axial analysis (Appendix 13) between the categories of ‘Self Development’ and ‘Factors Influencing Self Belief’. From the presence of this link it becomes possible to speculate that motivation is linked to both self belief and self development. Consequently, methods of support which maximise motivation are perceived as being essential to the encouragement of individual learning, and the overcoming of factors which diminish self belief. Within the qualitative interview analysis ‘Motivation’ was noted within three of the four major categories identified (Support, Self Development, and Writing Involvement). This adds support to the complex, but essential role that motivation has in individuals becoming involved in writing for publication.

The position of peers would appear significant from the results presented. This role is described within the qualitative data from both questionnaire and interview sources; elements include peers as mentors, guides and assessors. The following vignettes help illustrate each of the elements in turn:

*“I would need "mentor"/ support”* Questionnaire Response

*“Just someone to say “this is what to do” and I do need guidance on how to structure ideas.”* Questionnaire Response

*“What I think people would be encouraged by, is the thought they could turn up with this extremely rough draft, even proposal of my idea, this is where I wanna go, either for a paper or for work which I’d wanna publish, very rough edges stuff and wanting this peer review”*

Respondent 2

Educational literature provides further insight into the potential role of peer support within nursing education. Interestingly, it is possible to find work relating to all three domains identified within the data (Yates, Cunningham, Moyle and Wollin, 1997; Blowers, Ramsey, Merriman and Grooms, 2003; Morris, 2001). For example, Morris (2001) identifies within her literature review of peer assessment, the various benefits and pitfalls of peer review as a method of learning. For example, a key benefit is that peer review ensures assessment is perceived by learners as integral, rather than separate to, the learning process. However, the potential negatives of peer review include inappropriate and/or inconsistent feedback. Indeed, participation in peer review was not perceived to be without risks within the analysis of interview data, as illustrated within the following vignette:

*“People can get very precious and academic sometimes and sometimes a little egotistical and whilst one, you know, admires peoples academic rigor and all the rest of it, I think there are interpersonal sensitivities, which would have to be managed extremely well so that, that forum is welcome and accepting.”* Respondent 2

Furthermore, given inconsistent feedback has been associated within journals using professional peer review models for submitted manuscripts (Ellard, 2001); it is not unreasonable to suspect a similar problem within a writing group. Once again respondent 2 gives a succinct, but pertinent observation summarising this point:



*“I mean you have to remember whenever you’re offered a compliment or indeed a criticism of anything that you do, your first question should be about the credibility of the person giving that compliment or you know.”* Respondent 2

## **Limitations of the Study**

As with any research project numerous limitations exist within the study described. These limitations exist due to the inherent assumptions of methodologies applied, and the specific way in which these methods have been used. For example, surveys have a limitation in measuring phenomena at a specific time and place; this leads to problems when wanting to generalise results beyond the boundaries of the study conducted. In addition to factors which limit how the results of the study may be generalised, consideration will be given here to the identification of factors which significantly limit the validity and reliability of the studies results.

The limitations of the sample frame applied have relevance to all aspects of the study. In particular, these limitations relate to the degree to which any conclusions may be generalised. For example, in limiting the boundaries of the sample to a specific population within the University of Chester, School of Health and Social Care, it becomes impossible to generalise results beyond the frame specified. Further, it is worth noting the difficulty in labelling the sub-sample classifications used. Of particular difficulty was the clinical sample label. It can be argued that this label is imprecise and misleading as the sub-sample is not intended to be representative of a wider clinical population. Imprecision in the definition of this sub sample, impacts on the ability to draw conclusions from any comparisons based on an employment category. Finally, the sample for interviews was limited by the exclusive selection of participants from the nm.academic email list. This effectively excluded any persons not employed within the University of Chester from being interviewed, and is thought to be a serious limitation. Indeed, the sample bias within the interview sample selection prevents conclusions being made from the interview data alone.

Limitations of the qualitative elements of the study largely relate to the underlying paradigm and analysis methods used. The application of an interpretivist research paradigm combined with qualitative methods generates a number of fundamental limitations within the research described. Firstly the rigour associated with interpretivist studies has been called into question (Weinberg, 2002, Denscombe, 2002). Although the application of grounded theory analysis methods such as those described by Strauss & Corbin (1998), add rigour to the interpretivist approach (Denscombe, 2002), resource limitations have facilitated the application of only two such methods within this study, both related to category based data analysis. The author believes that this provides a measure of rigour, but as the analysis used lacks a full exploration of process, the discussion of qualitative results is therefore limited to descriptive structures and speculative hypothesis.

Text based data analysis is also subject to an inevitable bias through the use of the interpretivist approach and the perspective of a single researcher. Although the techniques associated with microanalysis challenge core assumptions regarding the meaning of responses, the interpretation of results is ultimately the opinion of one person. Furthermore, despite the use of mixed methods approach, the qualitative results are largely unverified as the triangulation applied was aimed at completeness as opposed to validity.

The quantitative element of the study has similar limitations. Firstly the testing of the data collection tool was limited to a measure of face validity and basic functionality. It can be argued that this approach was ineffective as omissions within the instrument remain, for example; no measure of writing activity relating solely to publication was gained. A more in depth analysis of the instruments validity was not considered due to resource limitations, for example; the use of the Delphi technique could have been used to achieve consensus for the instrument. Furthermore, the piloting techniques applied failed to establish a measure of internal validity and instrument reliability. When combined with the limitations of the sample frame, this restricts the ability to generalise from the results presented. A crucial mistake in the design of the quantitative instrument was that consideration of statistical analysis techniques did not occur in conjunction with the questionnaire design. This effectively limited the analysis of the data to non-parametric comparisons and simple frequency descriptions.

## Conclusions

The results of the study indicate a high degree of interest for post-graduate students and academic staff in relation to writing for publication. It can therefore be concluded that there is evidence to support the hypothesis that academic staff and post-graduate students are interested in writing for publication. However, the results are somewhat limited in that a measurement of those currently writing for publication, or having previously published, is not established. This would have provided a comparison to be made between those interested and those actively involved. As it can be argued that the support of potential authors begins with motivating them from a point of interest into writing activity, such a measure would have been a useful assessment of current status. The role of motivation within writing involvement was indicated through qualitative analysis techniques. Interventions aimed at motivating potential authors must appeal to both intrinsic and extrinsic mechanisms. Motivation as a concept can also be linked within the analysis of all four research questions and therefore represents a major theme within the research presented.

Numerous obstacles to becoming involved in writing for publication were identified within the results of the study. Of particular interest were those barriers identified as common to all three data sets. The hypothesis that both organisational and affective factors act as obstacles to writing for publication is clearly supported within the data. Organisational barriers include access to support and existing workload. The results suggest that the clinical sub-sample have less access to support than the academic sub-sample. It is possible to hypothesise numerous reasons for this finding. However, further research is required to validate the finding, and investigate the potential causes, before any conclusions may be established. From the results presented, it can be concluded that workload is perceived as the single most important obstacle to writing for publication. Closely associated with workload is the notion of having limited time to write. Time is shown to impact on numerous other factors; for example, time has been shown to be of influence when considering the impact family life has on writing for publication. Indeed, time represents a second major theme within the analysis presented.

Affective obstacles to writing for publication were closely related to the concepts of confidence and fear. These concepts combine with motivation to illustrate how factors that influence self belief may hinder individuals seeking to write for publication. Of particular note is the role of experience. It can be concluded that experience can be both positive and negative in regard to activities associated with publication; either emphasising perceived barriers, or helping provide solutions to those obstructions already perceived. Subsequently, it can be concluded that, when applied with care, experience may be used to support the potential writer. Strategic uses of experience in the provision of staff development could include the use of reflection and story telling as methods of encouraging learning. This offers a potentially rich seam for further research; for example, can the use of story telling strategies motivate potential authors into writing activity?

The hypothesis that a writing group is a valued method of facilitating peer support for those interested in writing for publication is clearly supported. Given the limitations of study presented it is difficult to identify clear conclusions based on any comparisons of sub-sample populations, for example; gender categories. However, it is thought significant that respondents in non academic employment roles (labelled clinical) report less interest in becoming involved in the writing group. This result requires further research to clearly define its significance. However, given the results of this research suggest that a writing group is not necessarily the most appropriate support mechanism for this population. Further exploration is warranted.

Also relevant to the degree of interest in the writing group is the extent to which such a group can be perceived as being logistically practical. Given the emphasis on limited time is so strong within the data analysis, especially when related to the influence of existing workload, it is essential that the introduction of a writing group does not add to the numerous pressures on time already perceived. Site location for the writing group is therefore an issue of relevance, as is the timing of group meetings. Further research is needed to explore methods of implementing writing groups within academic and non academic environments, particularly where there is a perceived need for a multi-centred solution.

Writing groups were found to be associated with the notion of reciprocal support strategies, albeit this finding requires verification through additional research. Here, emphasis is placed on the use of peers within the provision of individualised support. This raises several questions related to implications for the development and organisations of writing groups, for example; should writing groups be organisationally or peer driven. Furthermore, it can be concluded that writing groups are not perceived without some degree of personal risk to respondents. Risks identified related to the ethics of sharing ideas, and the threat of making oneself open to inadvertent, unqualified and impersonal feedback.

The aim of this study was to investigate the potential for a writing group to encourage academic and clinical staff to publish their work. To this end, the results of the study show considerable potential for writing groups to provide appropriate support. Nonetheless, it should be remembered that the themes of motivation, and time, are fundamental in facilitating those interested in writing to move forward. Consequently, the planning and implementation of any writing group needs to acknowledge the importance of these themes in order to ensure that the support provided is practical and logistically sound. Furthermore, writing groups do not represent a panacea to the promotion and support of writing for publication. This conclusion is supported by that of Murray (2002) who recommends that writing groups should be used to facilitate effective support in conjunction with formal writing courses to promote academic support. It is also concluded that more can be achieved at an organisational level to support those interested in writing, for example; through the provision of protected time. As such, writing group implementation, although warranted, needs to be used in conjunction with other support strategies.

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## **Appendix 1: Conceptual Framework**

A conceptual framework is a basic set of theoretical principles that are used to provide guidance within the research process. As such, the development of a conceptual framework needs to be informed by the literature review to ensure the basic assumptions are underpinned with relevant theory. The framework for the proposed study is based on three key theoretical assumptions. These now will be briefly considered in relation their underpinning theory.

### **Assumption 1: There exists a pressure for both academic and clinical staff to publish**

There is a significant degree of reference within the literature reviewed of the expectation for academic staff to publish (Burnard, 19995; Teijlingen & Hundley, 2002; Murray, 2002; Baldwin & Chandler, 2002; Roberts, 2003). Pressure is also now exerted on clinical staff to publish (Taylor, Lyon, Harris, 2004; Plaisance, 2003; Nelms, 2004; Doael, 2002; Driscoll & Driscoll, 2002). From the perspective of academia this pressure is well recognised and closely ties with the performance expectations of the lecturers employing institution. Academic productivity is often described in terms of research publications (Teijlingen & Hundley, 2002; Burnard, 1995) and indeed this is measured by audit, for example the RAE. Given that a good performance within the RAE assessment provides both funds for further research and prestige within the academic culture, lecturers are under substantial pressure to publish from their employer and often from need to facilitate career progression.

In contrast to the overt pressure on academic staff is the lesser-established pressure on clinicians to publish. Recent years have brought numerous fundamental changes to nursing. Amongst this change is the moving of nurse training to Higher Education and the emphasis placed on the need to nurse using evidence based practice. The cultural shift that has ensued has placed a pressure on clinicians to publish in order to develop a knowledge base from which practice can be defended (Driscoll & Driscoll, 2002; Taylor, Lyon & Harris, 2005, Nelms, 2004), but also to aid career progression.

**Assumption 2: Those wanting to publish often require individualised support from others.**

Within the literature-reviewed, several papers advocate that those interested in writing for publication should access support from others. A large body of ‘how-to’ styled literature exists, however as Murray (2002) identifies this literature has a tendency to demystify but over simplify the writing process. Other types of social support are highlighted by the work of Baldwin & Chandler (2002) these include the provision of emotional, instrumental, appraisal support. Informational support representing the provision of information only, e.g. in print, is distinct from other types of social support in that it does not need to be individualised to the person seeking support. The onus in informational support is for the individual to seek, interpret, and adapt the support to the perceived problem (Baldwin & Chandler, 2002). It is therefore argued that a potential exists for other support needs to go unmet.

**Assumption 3: A writing group is a forum for the provision of support.**

The provision of support for potential authors has been considered, and some extent evaluated, within the literature (Baldwin & Chandler, 2002, Murray, 2001, Murray, 2002, Murray 2005, Taylor, Lyon, Harris, 2004). However, of the support types investigated there has been a tendency to focus on formal forums, such as modular writing for publication courses (Taylor, Lyon, Harris, 2004, Murray, 2001). Murray (2002) puts forward a framework of support provision including a formal course for cognitive development and the use of less formal writing groups for affective development. Here Murray’s assumption is based on substantial anecdotal and experiential evidence.

## Appendix 2: Project Plan

	Oct. 2004	Nov. 2004	Dec. 2004	Jan. 2005	Feb. 2005	Mar. 2005	Apr. 2005	May 2005	June 2005	July 2005
Literature Review										
Planning										
Ethics Committee Approval										
Development of questionnaire										
Pilot questionnaire										
Deployment of questionnaire										
Semi-structured Interviews										
Analysis										
Initial write-up										
Dissemination of preliminary findings										
Complete analysis										
Final write-up										

## **Appendix 3: Ethical Approval Application**

## **School of Health and Social Care**

### **School Research Ethics Sub Committee**

#### *Title of Project*

An exploration of the potential of a writing group to encourage academic staff and postgraduate students to publish.

#### *Background*

Dr Elizabeth Whitehead at University College Chester established a staff-writing group in the spring of 2003. All staff members were invited to attend the relatively informal forum, which intended to provide mutual support and encouragement in writing endeavours. Throughout its first year the group defined a sense of purpose and began to develop a positive working culture within a small fledgling membership. An ethical code for collaborative writing was agreed and the group contributed positively to the wider research culture of the school. The need to develop the writing group further, especially the perceived need to develop membership at various satellite sites, has created the impetus for this research proposal.

#### *Aim*

This study aims to investigate the potential for a writing group to encourage academic and clinical staff to publish their work.

#### *Research Questions*

1. What interest do staff members have in regard to academic writing?
2. What are the perceived obstacles to becoming involved in writing for publication?
3. Do academic and clinical staff members want to become involved in a writing group?
4. What types of support would those interested in the writing group expect to receive and provide?



## *Hypotheses*

1. Academic and clinical staff members are interested in writing for publication.
2. Both organisational and affective factors act as obstacles to writing for publication.
3. The writing group as a method of peer support for academic writing is a valued notion.

## *Design & Methods*

The underlying research paradigm adopted within this project is that of interpretivism. This is felt to be most appropriate paradigm given the exploratory nature of the research aim. Interpretivism trades the ability to generalise research findings (Denscombe, 1998) against the provision of a rich and detailed theory related to the individual perception of social issues by the researcher (Arksey & Knight, 1999). The inability to generalise results in this case does not distract from the overall value of the project, as the main benefactor of the research is principally the University College Chester. In this way the study proposed adopts some of the characteristics of an action research project; albeit the main research strategy applied is that of a social survey.

Surveys are commonly associated to quantitative data types (i.e. numerical) as opposed to qualitative data types (i.e. words), due to their suitability for projects using large samples. This is not a prerequisite to the social survey (Denscombe, 1998). Indeed it is argued that a common drawback to the survey strategy is the tendency for empiricism, where the data becomes the predominant focus of the project and its relevance to associated theory is not specified (Denscombe, 1998). The author would argue that by mixing the data types to include both quantitative and qualitative analysis techniques the tendency for empiricism is reduced. To this end the proposed use of a multi-method (triangulation) approach is supported.

Mixing research methods in order to attempt to triangulate the results is one method of verifying the validity of the data collected (Blaxter et al, 2001). In simpler terms it is an attempt to ensure the methods used relate to what is to be investigated and that

the methods are “sound, defensible, and well grounded” (Dey, 1993). It is proposed that 3 methods of data collection be applied: focus groups, an online questionnaire, and 4 semi-structured interviews.

The focus group stage mentioned within this proposed methodology has already been completed. This was conducted prior to the inception of the project overall and took place at a staff day held in August this year. The results from the focus group have helped to develop a short and simple online questionnaire (Appendix 1). It is proposed that the questionnaire be distributed to all academic staff and selected clinical staff through email. The results from both the focus groups and the questionnaire will then be used to derive a basic structure for the semi-structured interviews.

### *Research Tools*

A draft questionnaire has been developed (appendix 1), but as yet not piloted. This data collection tool is designed with a dual purpose in mind. Primarily the tool is envisioned to enable data collection for the stated research project. Secondly, the tool provides an opportunity (through a separate web link) to facilitate the networking of those staff members interested in becoming involved with the writing group.

All semi-structured interviews will be audiotaped for later transcription and analysis. Further, the researcher will complete a reflective research journal after each interview to record initial impressions and observations.

### *Population & Sample*

It is intended that the sample for this study be divided into two discreet categories, academic and clinical. The sample for the focus group was set within the frame of all staff invited to the School of Health staff day working within, or allied to, the University College Chester. A total of 9 participants volunteered; 7 from an academic setting and 2 from a clinical setting.

In regard to the questionnaire it is intended to aim for a total sample of academic staff within the sample frame of the School of Health within University College Chester (approx n=160). This sample frame incorporates all satellite sites within the school. It is intended to distribute questionnaires electronically by imbedding a hyperlink within an introductory email. Questionnaires will be distributed via the “nm.academic” email list on IBIS.

All clinical staff members that are currently working on postgraduate studies, and those additional staff members who have been, or who are currently involved in, research project partnerships with the University are eligible to participate. Module leaders of postgraduate programmes will be used to distribute paper versions of the questionnaire to students enrolled on postgraduate programmes.

Subjects for interview will be identified through a second email sent to all academic staff asking for volunteers. It is anticipated that the first four responses will be used as the research sample.

### *Details of Subjects/ Participants from the Staff or Students of the School*

The principle researcher is currently working as a full time lecturer within the School of Health & Social Care. The supervisor for this project is also a Reader within the same department. All members of the academic body of the School or eligible to participate in the study along with any postgraduate programme student.

### *Anticipated Analysis*

It is anticipated that the qualitative elements of the study be analysed using thematic analysis techniques (Whitehead, 2001). Quantitative elements will be analysed using the statistical package SPSS.

### *Anticipated Implications of the Research for Policy and/or Practice*

Continued academic writing, and its subsequent dissemination through publication is an established quality measure of higher education institutions (Roberts, 2003). Furthermore, the publication of research can, through the Research Assessment

Exercise (RAE), directly impact on the funding of higher education institutions (HEI) (RAE 2008 online). In turn this can have a direct influence on the continued and planned research strategy for any HEI. In short, continued academic writing for publication can be shown to be both a quality marker and a source of income for HEI's. Consequently, measures that have the potential to increase the output of academic publications should be explored to establish their potential impact.

### *Schedule*

Please see Gantt chart in Appendix 2.

### *Beneficence*

It is anticipated that the results of this research project will assist the School to facilitate staff development in regard to academic writing for publication. The research will also increase the awareness of staff to the availability of support in regard to academic writing. There is some evidence to suggest the support of staff writing can in turn assist staff in the support of student writing (Murray, 2001 & 2002). The development of close working relationships between academic and clinical staff is beneficial to both parties and has been advocated specifically in regard to collaborative writing by Colen & Petelin (2004).

### *Avoidance of Maleficence*

The survey structure of the proposed project is not anticipated to cause harm to any respondent. Equally the issues under investigation are not perceived to be invasive.

### *Equal Opportunities*

As the intended sample frame for academic respondents is total each academic member of staff can be shown to have an equal opportunity to participate. For those who are for some reason unable or unwilling to complete the online questionnaire a paper version of the same will be available at each satellite site.

All clinical staff members that are currently working on postgraduate studies, and those additional staff members who have been, or who are currently involved in,

research project partnerships with the University are eligible to participate. Distribution of research questionnaires will be made directly or via postgraduate module leaders. Notices inviting participation in the study will be placed on all postgraduate notice boards within the School of Health & Social Care on all sites.

### *Informed Consent & Confidentiality*

Each questionnaire will be distributed with an explanatory letter via email or paper (attached to the questionnaire for non-electronic versions – Appendix 3). To reflect the dual purpose of the questionnaire (please see Research Tools, page 4) a opening statement on the questionnaire (Appendix 1) provides instructions on how to complete and submit the questionnaire and makes clear the fact that the questionnaire is intended to be anonymous. However, an optional link is added to a separate web page with additional guidance notes for those staff interested in joining the writing group to provide contact information (Appendix 1). It is to be stressed that the two forms are separate and that the anonymity of the questionnaire is not affected by the separate link for contact information.

The interview portion of the study will require participants to read an introductory letter (Appendix 4) and sign a consent sheet (Appendix 5). Audiotapes will not be labelled with the respondents name or place of work. Throughout the study all recordings will be kept within a locked cupboard and destroyed on the completion of the final study report. Any transcript of the interview will be screened to remove identifying names or locations, as will all researcher notes.

### *Technical Competence*

The principle researcher (Adam Keen) has previously conducted a small-scale social survey as part of a previous MSc programme. Dr Elizabeth Whitehead has agreed to supervise the principle researcher for the duration of this project.

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## Appendix 4: Online Questionnaire Screen Captures

Writing Group Questionnaire - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.dehumanisation.org/questionnaire.htm> Go Links Norton Internet Security Norton AntiVirus

### Staff Writing Questionnaire

This questionnaire is part of a survey on staff academic writing conducted by the Staff Writing Group. The overall aim of the research is to investigate the potential for a writing group to encourage academic and clinical staff to publish their work.

The Staff Writing Group is an informal forum which aims to support any staff member within the School of Health & Social Care (or allied staff member e.g. current MSc students, PDRU staff, SHEU staff), who would like to become involved in writing for publication. It is a friendly forum offering support and an opportunity for guidance or peer review.

This questionnaire is designed to be anonymous. However if you are interested in joining the writing group please [click here to submit your contact information](#). Note that this information will be sent separately to the questionnaire and the anonymity of your responses will remain intact.

The questionnaire should take no longer than 10 minutes to complete. Simply answer the questions below by following the directions provided.

**Once complete: Please remember to click the Submit button!**

---

The following questions will help to provide some background to the research sample.

---

1. What is your gender? *Please select one of the options provided.*

☐ Male  
☐ Female

2. What is your age? *Please select one option from the following list.*

☐ 18 to 29 years

Writing Group Questionnaire - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.dehumanisation.org/questionnaire.htm> Go Links Norton Internet Security Norton AntiVirus

2. What is your age? *Please select one option from the following list.*

☐ 18 to 29 years  
☐ 30 to 39 years  
☐ 40 to 49 years  
☐ 50 to 59 years  
☐ 60 years and over

3. Which of the following options would best describe your employment role?

Academic Management (E.g. Head of Centre) ▾

*Please select one option from the list provided.*

---

The following questions relate to your interest in the writing group.

---

4. Are you interested in becoming involved in the writing group?

☐ Yes (*Please select one of the options provided.*)  
☐ No

***If your answer to question 4 is "No" please move to question 9.***

5. Where would you prefer the writing group to meet and what is the reason for your preference?  
*Please detail in the box below.*

Please enter response here

Writing Group Questionnaire - Microsoft Internet Explorer

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Address <http://www.dehumanisation.org/questionnaire.htm>

6. What type of support would you seek from the writing group?  
*Please check any of the boxes that apply. If "other" please state in the box provided.*

☐ Sharing of ideas  
☐ Peer review of drafts/ work in progress  
☐ Identifying those interested in developing a collaborative writing project (Networking for publication)  
☐ Identifying those interested in a developing collaborative conference paper (Networking for conferences)

Other: *Please detail in the box below.*  
 Enter your response or leave blank

7. Have you ever attended any previous writing group meetings?  
*Please answer both (a) and (b) by selecting one of the options provided.*

a) Within the School of Health & Social Care (University College Chester)  
☐ Yes  
☐ No

b) In any other institution  
☐ Yes  
☐ No

8. What type of support would you be willing to provide to the group?  
*Please check any of the boxes that apply. If "other" please state in the box provided.*

☐ Sharing of ideas

Writing Group Questionnaire - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Reload Home Search Favorites Go Links Norton Internet Security Norton AntiVirus

Address <http://www.dehumanisation.org/questionnaire.htm>

8. What type of support would you be willing to provide to the group?  
*Please check any of the boxes that apply. If "other" please state in the box provided.*

☐ Sharing of ideas  
☐ Peer reviewing drafts/ work in progress  
☐ Working with others interested in developing a collaborative writing project (Networking for publication)  
☐ Working with others interested in developing a collaborative conference paper (Networking for conferences)

Other: *Please detail in the box below.*  
 Enter your response or leave blank

---

The following questions relate to your current academic writing activities.

---

9. Regardless of your interest in the writing group are you interested in writing for publication?  
☐ Yes (*Please select one of the options provided.*)  
☐ No

10. What would help to encourage you to write for publication?  
 Enter your response here.



Writing Group Questionnaire - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.dehumanisation.org/questionnaire.htm> Go Links Norton Internet Security Norton AntiVirus

11. Are you currently involved in any personal academic writing?

☐ Yes *(Please select one of the options provided.)*

☐ No

11 a. It would be helpful if you detail these in the space below.

Enter your response here or leave blank

12. What factors (if any) do you perceive as having an influence on your writing for publication?  
*For each factor listed below select the most appropriate option (number) by clicking in the appropriate circle.*

1= Strong Influence  
 2= Fairly Strong Influence  
 3= Moderate Influence Only  
 4= Fairly Weak Influence  
 5= No Influence At All

	1	2	3	4	5
12a. Existing workload demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b. Family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c. Lack of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d. Lack of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e. Lack of support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: *Please detail in the box below.*

Enter your response here or leave blank

Writing Group Questionnaire - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.dehumanisation.org/questionnaire.htm> Go Links Norton Internet Security Norton AntiVirus

	1	2	3	4	5
12a. Existing workload demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b. Family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c. Lack of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d. Lack of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e. Lack of support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: *Please detail in the box below.*

Enter your response here or leave blank

Press here to submit your details and return to IBIS

Click here to clear all boxes.

Thank you for taking the time to complete this questionnaire

PLEASE REMEMBER TO CLICK SUBMIT!

## **Appendix 5: The Paper Based Questionnaire & Covering Letter**

23 October 2009.

Dear Colleague,

As you may be aware I am currently involved in a research project aimed at investigating the potential for a writing group to encourage academic and clinical staff to publish their work. The study is also investigating some of the perceived barriers to publishing.

The study uses a mixture of data collection methods, an anonymous questionnaire and several semi-structured interviews. Enclosed is the questionnaire component of the study. The questionnaire is short (12 questions) and takes approximately 5 – 10 minutes to complete. Some of you may have already received this questionnaire during the February semester, if so please ignore this letter.

As with any questionnaire the validity of the studies results depend greatly on the number of responses received. I would therefore be very grateful if you would complete the enclosed questionnaire and return it using the envelope provided, no stamp is needed. Alternatively, you can complete the questionnaire online by entering the following address into any web browser:

[www.dehumanisation.org/questionnaire.htm](http://www.dehumanisation.org/questionnaire.htm)

In anticipation of your support, may I thank you for your participation in this study.

Yours truly,

Adam Keen.  
Nurse Lecturer  
University College of Chester.

# Staff Writing Questionnaire

This questionnaire is part of a survey on staff academic writing conducted by the Staff Writing Group. The overall aim of the research is to investigate the potential for a writing group to encourage academic and clinical staff to publish their work.

The Staff Writing Group is an informal forum that aims to support any staff member within the School of Health & Social Care (or allied staff member e.g. current MSc students, PDRU staff, SHEU staff), who would like to become involved in writing for publication. It is a friendly forum offering support and an opportunity for guidance or peer review.

This questionnaire is designed to be anonymous. However if you are interested in joining the writing group please complete the notification of interest form by visiting the following web address: <http://www.dehumanisation.org/ContactDetails.htm>

Note that this information cannot be connected to your questionnaire response and the anonymity of your responses will therefore remain intact.

The questionnaire should take no longer than 5 minutes to complete. Simply answer the questions below by following the directions provided. Once completed please post your response using the stamped address envelope provided. Alternatively, you can complete an online version of the questionnaire by visiting the following web address: <http://www.dehumanisation.org/questionnaire.htm>

Thank you for taking the time to participate in this research.

---

The following questions will help to provide some background to the research sample.

---

1. What is your gender? *Please select one of the options provided.*

- ☐ Male
- ☐ Female

2. What is your age? *Please select one option from the following list.*

- ☐ 18 to 29 years
- ☐ 30 to 39 years
- ☐ 40 to 49 years
- ☐ 50 to 59 years
- ☐ 60 years and over

3. Which of the following options would best describe your employment role?

*Please select one of the options provided.*

- ☐ Academic Management E.g. Head of Centre
- ☐ Clinical Management E.g. Ward Manager
- ☐ Academic E.g. Lecturer/ Research Assistant
- ☐ Clinical E.g. Staff Nurse

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The following questions relate to your interest in the writing group.

---

4. Are you interested in becoming involved in the writing group? *Please select one of the options provided. If your answer is "No" please move to question 9.*

- ☐ Yes
- ☐ No

5. Where would you prefer the writing group to meet and what is the reason for your preference? *Enter your response in the space provided.*

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6. What type of support would you seek from the writing group?

*Please check any of the boxes that apply. If "other" please state in the space provided.*

- ☐ Sharing of ideas
- ☐ Peer review of drafts/ work in progress
- ☐ Identifying those interested in developing a collaborative writing project (Networking for publication)
- ☐ Identifying those interested in a developing collaborative conference paper (Networking for conferences)

Other:

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7. Have you ever attended any previous writing group meetings?

*Please answer both (a) and (b) by selecting one of the options provided.*

a) Within the School of Health & Social Care (University College Chester)

☐ Yes

☐ No

b) In any other institution

☐ Yes

☐ No

8. What type of support would you be willing to provide to the group?

*Please check any of the boxes that apply. If "other" please state in the box provided.*

☐ Sharing of ideas

☐ Peer review of drafts/ work in progress

☐ Identifying those interested in developing a collaborative writing project  
(Networking for publication)

☐ Identifying those interested in a developing collaborative conference  
paper (Networking for conferences)

Other:

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*Continued...*

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The following questions relate to your current academic writing activities.

---

9. Regardless of your interest in the writing group are you interested in writing for publication? *Please select one of the options provided.*

☐ Yes

☐ No

10. What would help to encourage you to write for publication?

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11. Are you currently involved in any personal academic writing? *Please select one of the options provided.*

☐ Yes

☐ No

11 a. It would be helpful if you detail these in the space below.

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*Continued...*

12. What factors (if any) do you perceive as having an influence on your writing for publication? *For each factor listed below select the most appropriate option (number) by clicking in the appropriate circle.*

*1= Strong Influence*

*2= Fairly Strong Influence*

*3= Moderate Influence Only*

*4= Fairly Weak Influence*

*5= No Influence At All*

		1	2	3	4	5
12a	Existing workload demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b	Family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c	Lack of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d	Lack of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e	Lack of support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

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Thank you for completing this questionnaire.

## **Appendix 6: Focus Group Two: Analysis Matrix**



Insert matrix Here

## **Appendix 7: Interview Transcript**

## Transcript No: Interview 2

Interviewers  
Comments

1 Interviewer: A lot of this has come from the original urm use of these forms was  
2 for the last research that I did, which went through the L Rec, I mean, I  
3 basically thought if everything's gonna be ok for the L Rec, I'm sure if I used  
4 the same forms for the college, it would go through the ethics committee and  
5 sure enough it did, so I hadn't realised that I hadn't quite proof read it...

6  
7 (Door Slams)

8  
9 Respondent: Right, so

10  
11 Interviewer: As I say, really informal.

12  
13 Respondent: Yeah, tell me, I think I know what this is about, but er

14  
15 Interviewer: Well the research aims are several: the first things we need to  
16 look at really, are, why people are interested, or even if they're at all interested,  
17 in writing for publication.

18  
19 Respondent: Yeah

20  
21 Interviewer: Urm, I've realised a lot of people fluctuate in times of; if they're  
22 having periods of time where they're interested in writing for publication and  
23 then; then not, then perhaps coming back to it, then not. Urm for lots of  
24 different things going on in their lives so I'm interested in exploring some of  
25 those issues. And then the 2nd part of the study is really exploring, how the  
26 college could best support people wanting to write for publication and the idea  
27 that we're currently running with is this idea of the writing group, whether a  
28 writing group of some nature would help promote working for publication, and  
29 secondly if we did set up this writing group, we have got a fledgling writing  
30 group already, what kind of support people would want from it, how they would  
31 actually see it wanting to develop. So from the interview point of view, rather  
32 than asking a load of questions what I thought it would be easier to do is to  
33 pass on this to you, which is a list of research questions if you will...

34  
35 Respondent: OK

## Transcript No: Interview 2

Interviewers  
Comments

Interviewer: and then what I thought we'd do is in any order that you wanted, put the ball in your court really so we could just talk about those issues and see if there's anything.....?

Respondent: and we're looking at these simply from my perspective as an SL fulltime der, der, der, yeah, quite

Respondent: With interest in regard to academic writing what the perceived obstacles of becoming involved, yeah do academic want to become involved in writing and what types of support with those interested, Ok, it's well a global thing?

Interviewer: Yeah

Respondent: Urm, should I just give you a diatribe?

Interviewer: yes, just start (UD)

Respondent: Its absolutely the case isn't it, that we have to be involved in this academic environment which has been here over a decade now, of doing this and given that nurse education comes from a history of non academic, you know I mean, 1990 when I launched Project 2000 I believed 10% of nurse educators had a first degree.

Interviewer: urm

Respondent: So the staff development that's taken place is extraordinary.

Interview: Yeah

Respondent: So why are we dragging our feet as it were, and I genuinely believe, I mean, some of us old fuddies, you know we're getting a bit passed it, but there has been an enormous influx into this school of more serious, more academically trained shall I say, staff than certainly in my day. So why we.....and I think the answer is very simple. I was thinking about this last week and I knew you were coming. The answer is very simple - ya know – we teach a 45 week academic year for a start, which raises eyebrows in the rest of the

college, it is the longest course in HE as far as I am aware. And not only that, the actual logistics of our programme 2000 plus students on one course, the pre reg. course, never mind the post reg. and the logistics of large, very large groups multiple intakes – I mean anybody objectively would say wow, you know, plus your vocational clinical link roles and all the other stuff, and the very necessary administrative roll that we are dealing with. I think anybody objectively would go, wow, where does this? And I think anybody who gets into academic writing at all, it has to be admired, and certainly not within the context of their working hours, it would have to be outside of it, so we have to admire that. And that's a fact of life and we all know that and yet we have this requirement to do it, so how? A couple of ideas just to process it, urm, I mean – sabbaticals are great

Interviewer: yep

Respondent: but, but enormously costly for the organisation, you know. One thing that – this is a special plea now, there were rumours around the school that the June intake of the pre reg. programme, was going to be dropped for sort of logistic reasons, now I know there's pros and cons about that and all the rest of it, but assuming that it was dropped – right you've then got the second step, which is what do you do with the curriculum? You see, do you completely divide the curriculum up into a 2 semester year but 2 intakes, which is, ya know, difficult and a big job to do, or option B: leave the curriculum as exactly as it is, knowing that ya know, if you imagine the trimesters as a conveyor belt your always going to have one trimester with nobody in it, as it were, for no cohort in it? And that means that each member of teaching staff is going to come, once – one trimester per year each member of teaching staff will have a reduced, not no teaching commitments, but a significantly reduced, for one trimester, and if once a year – one trimester, 1 out of 3, people could actually use that to do a number of things. And academic writing would be one of them where they actually did, contracted with product to be produced at the end and that a whole, because one trimester is equivalent, in fact, to a reasonable sabbatical and if there were staff who were not for whatever reason wanting to do it, then fine, that freer time in that one trimester could be picked up by guesting on other peoples modules or picking up post reg. modules, or that sort of thing, so I would love to see the June intake dropped, you know and I think it would be body constructive. I think in terms of academic writing yes, that the

## Transcript No: Interview 2

### Interviewers Comments

111 writing groups and getting the ethos going and we have the college wide  
112 intranet and support groups and all the rest of it, and they're terribly valuable  
113 and I think there the only way. But one other idea occurred to me – in terms of  
114 academic writing and urm if I can just show you (participant moves to filing  
115 cabinet) – amongst the Lego and toys and everything and skills teaching  
116 material. Sorry I won't do it now. What it is I'm looking for is I – back at the end  
117 of the 90's I went off to the school of education at (Location #1) and was doing  
118 some studies and research urm, actually it was in the nature of reflection  
119

120 Interviewer: Right  
121

122 Respondent: and I, it was very interesting because I was involved with all sorts  
123 of other educationists, not one of whom was near as a nurse and it was, I  
124 suddenly realised that reflection is, doesn't just belong to us as it were.  
125

126 Interviewer: It's a little bit wider in terms of learning  
127

128 Respondent: Just a bit, It was a fabulous thing with these sort of doctoral led  
129 seminars going on, but my point is that within the department of education  
130 there, they were into academic writing and what they where doing was  
131 publishing their own pamphlets and annually they'd published – within the  
132 university, their own research materials and these were handed round and I  
133 thought what a way, you know, given the delay and the time it can take to get  
134 into a refereed journal and the actual thought of the school publishing, you  
135 know, the School of Health and Social Care of University College (Location #2)  
136 publishing, it's own research materials as itself. I thought what a great idea.  
137 And I must show you  
138

139 Interviewer: Please  
140

141 Respondent: If I can dig it out:  
142

143 Interviewer: You'd almost have an annual compendium, compendium of  
144 research conducted with each school  
145

## Transcript No: Interview 2

### Interviewers Comments

146 Respondent: exactly, yeah, yeah that's right yeah and actually but nicely put  
147 and I'm sure we have our own in-house stuff to publish (participant holds a  
148 professional looking soft bound booklet) this sort of quality publication.

149

150 Interviewer: Yes

151

152 Respondent: at this point (respondent) showed Adam (Laughs)

153

154 Interviewer: We have urm plus we have a (Location #2) Academic press as  
155 well now err which is (Location #2's) own publishing house

156

157 Respondent: of course yeah

158

159 Interviewer: and that might be something which the community could get tied  
160 into to

161

162 Respondent: I mean somebody like (name #2) could edit it or something you  
163 know or (name #3) or whoever, but you know.

164

165 Interviewer: Yeah, yeah so from the, if I recap on what you've said so far just to  
166 make sure my interpretation is right. Essentially your saying that you believe in  
167 academic writing and publishing is really the way we need to progress.

168

169 Respondent: if it is the standard way, got to be done, yeah

170

171 Interviewer: but secondly, currently with the work loads that we have, because  
172 of the scale of the organisation we are working in, trying to get that done in  
173 normal working hours is near enough impossible; your looking at doing it in  
174 your own time

175

176 Respondent: in the context of three intakes, multi sites, 45 week a year, we are  
177 asking an enormous amount.

178

179 Interviewer: Ok, so by dropping the June groups that might free more time etc.

180

181 Respondent: Well it would free more time, it's just an idea that were (it may not  
182 be a goer) but were it to be so, I think that would be a wonderful opportunity.

## Transcript No: Interview 2

### Interviewers Comments

183 For those, the willing and the able to actually use that as sort of a mini  
184 sabbatical reduced teaching hours, you may be running another module,  
185 clearly you'd be running at least one, you might be running at one module or  
186 you know guesting, but there would be certainly the time to contract with your  
187 head of central or somebody, an actual preparation of an article for publication.  
188 I would of thought that would be possible in a 15 week period.

189

190 Interviewer: You published extensively yourself I believe?

191

192 Respondent: I've published, extensively is flattering

193

194 Interviewer: (laughs)

195

196 Respondent: but an exaggeration, but I'm talking about the days when I was  
197 doing curriculum leaderships, end the 80's early 90's, the big issue was project  
198 2000 and we published quite a bit around that as well as my own research  
199 which I published with my own dissertation back in 1990 or something but  
200 yeah, but not for a while.

201

202 Interviewer: How did get involved in actually going out to publish for the 1st  
203 time, can you remember?

204

205 Respondent: Err. There was two ways: one was the articles I was publishing on  
206 my, sort of masters research was urm basically picking up journals like Nurse  
207 Education Today. The General Advanced Nursing wasn't going at the time I  
208 don't think, but the appropriate journal, and you know inside the first, you know,  
209 inside cover of the, you know the, information for people wanting to publishing,  
210 and you ended up getting the trouble to knock the thing together in the format  
211 double space, de, de, de and sending it off for publication, so I found that a  
212 very straight forward process, you know, follow these instructions. In terms of  
213 the other – the one that enjoyed being involved in a lot was a couple of years  
214 after launching project 2000 in this school, which is a demonstration site, we  
215 were invited with 3 or 4 other demonstration sites to publish a book on our  
216 experiences, and we were approached actually by Campion Press, who were  
217 publishers of Medical and Nursing text books, who turned up at a conference  
218 we were giving and said this would be wonderful. One of the Directors of the  
219 school urm, took the lead on this to chivvy ring people up and during the space



## Transcript No: Interview 2

### Interviewers Comments

of 12 months various articles were written, or chapters were written, by various people from the various demonstration sites which was published in a book, which was edited by the head of the school. So yes that was just er, a sort of a, you know write your chapter as it were, to a dead line.

Interviewer: Yeah, yeah and did you have free reign in regards to what you were writing?

Respondent: It was completely free reign and we wrote it from very different perspectives, and mine, and which I enjoyed, there was no set format, and I took the notion, because we'd been to conferences up and down the country of nurse educators in Wales, Scotland and Northern Ireland and the rest of England saying well this is project 2000 and it was like they (UD) being famous for five minutes it was extraordinary, because nobody else had done it, and we kept saying well we know how not to do it,

Interviewer: (laughing)

Respondent: and don't follow us cause we're only five minutes into this journey and we used the analogy of, well I used the analogy of wagon trains going west and saying look, for all I know I could lead you into quick sand and we also talked about the fact that if you build an aircraft, you have to test fly for many hours and get a certificate of air worthiness, where as you can just write a curriculum and get a certificate of air worthiness i.e. validation on the strength of your document and then you fly it and you don't know if its going to crash. So my argument is therefore that's fine but so long as you, urm ongoing evaluation and review of curriculum is essential, it's not set in tablets of stone. So stuff like that. It's very interesting and we call it The Teachers Speak

Interviewer: Yeah

Respondent: and we all got our own copies and then about 12 months later another copy turned up in the post in a jiffy bag from the publishers. I couldn't read the front cover and I thought, it's blurred I haven't got my glasses on, but in fact it was written in Hungarian.

## Transcript No: Interview 2

Interviewers  
Comments

Interviewer: Oh right (laughs)

Respondent: and this had been translated in to Hungarian and was selling well in Budapest I believe.

Interviewer: Excellent

Respondent: So yeah, it's a tremendously satisfying experience, writing, as any student will know, when she's finished an assignment and I really, really genuinely think it is the way to put oneself on the map to publish and to conference. I was at a conference last week on clinical leadership in the NHS, cause we are developing programmes for that and what we we're getting were people who were publishing and it is the way to do it, we have to do it and I think people want to do it.

Interviewer: You mentioned there that the conferences for the P2000 were a way into publication in some ways, do you see that there is a very strong link between the two?

Respondent: I hadn't thought about it till you said, but I think yes. Inevitably so, the actual, the experience or the ideas of generation into the writing and the dissemination of that stuff, yes through refereed journals or possibly through in house stuff, like the (Location#1) University Department of Education is a very credible document that they produced, and conferencing as well, I think there's a sort of linear relationship between those. If I've written and I've published I think the next step is to go onto shout it from diaz in a conference really, and I think if nobody else offers you the chance, I think we should put up our own conferences, yeah.

Interviewer: Do you think works the other way around as well then, in some sense a conference allows you to gauge a degree of the peer review of the work that your doing, which then gives perhaps people that extra confidence to think about publishing?

Respondent: I think it should, most of the conferences I go to, I think people sit there in awe and you know, sort of very intimidated thinking you know.

Personally I've never been a conference that's been a rigorous peer review.

## Transcript No: Interview 2

### Interviewers Comments

294 I've no doubt within the higher refines of the academic world the conferences  
295 were very cutting edge stuff urm, for the review of my peers, but most of us just  
296 go there in our ignorance to soak up as much information as we can, don't we?  
297 I think it's a very rigorous process, peer review.

298

299 Interviewer: The reason why I was asking that, from that perspective, that's  
300 something off my own experience of applying for conferences but you apply  
301 your paper, and the paper is then peer reviewed, before it is accepted for the  
302 conference I was wondering if that was (UD).....?

303

304 Respondent: My experience of organising a conference is, unless it's a big time  
305 thing you're just very lucky to get papers.

306

307 *(Laughing from both)*

308

309 Respondent: I'm not sure about the notion of peer reviewing, yeah a review to  
310 see its relevance or its applicability to the type of the conference, and  
311 sometimes when they don't do that you get sometimes the odd obscure  
312 presentation but it they review it so there's a consistency about it, fine. But to  
313 peer review it from any other way, smacks a little bit of censorship to me really,  
314 if you have the views, the ideas, the research, the findings, the provocative  
315 stuff, you should have a forum for it.

316

317 Interviewer: Yeah

318

319 Respondent: I really do think you should have the forum for it.

320

321 Interviewer: That's an interesting perspective. So how about peer review in  
322 terms of print? 'Cause when you tend to submit anything to say, in general  
323 Advanced Nursing, has to go through a rigorous process of peer review. Does  
324 that smack the same kind of censorship?

325

326 Respondent: I wouldn't go that far, in-fact no, I would draw back from that,  
327 because from my own perspective if we are encouraging our students, for  
328 example, to access serious stuff rather than just, with respect to the Nursing  
329 Mirror and the Nursing Times (the Woman's Own of nursing) I think these,  
330 they've really gotta get above the navel the students, and they do. But you

would want to feel that the Journal of Advanced Nursing, for example, has rigorous scrutiny and to maintain its own internal standards. My personal view over the past fifteen years is the Journal of Advanced Nursing, has been very successful in doing that actually, very successful. I regret that a lot of the stuff is increasingly American but if that's where the work is being done, that's where the work is being done. But the Journal of Advanced Nursing has never declined its standards, in so far as I would judge, and I think that's because of peer review, if its rigour, let there be rigour.

Interviewer: Yeah, yeah. So how about peer review within the school, if we were looking at the notion of the writing group if one of the support mechanisms if the writing group was peer review would that be a benefit?

Respondent: it's a logical consequence of what we're talking about and so long as it's led and handled sensitively, it might work because it's the sort of thing people can get quite paranoid about, I think. The Editorial Board of a Journal of Advanced Nursing, I would have thought of fairly respectable and credible as peer reviewers. I'm being very unkind now but you could get into the situation of the blind leading the blind, so you know. But I think, it depends what you mean by peer review, to disseminate amongst your colleagues, within the writing group, what you're doing, where you're going and seek suggestions and guidance is fine. I mean, I know we have these research presentations where work in progress is brought. And I always considered that to be a nature of form of peer review. And I actually presented something when I was, um about four years ago, when I was doing something on the nature of reflection, and I found that a very interesting experience because these were monthly lunch time sessions and I turned up to present my work in progress and what I was trying to do with it. And there was about a dozen people there, and it's very interesting some just wanted to listen, some engage in very helpful dialogue, and then one member of the audience suddenly err...a true anecdote, suddenly began to attack me, or the ideas and views, in what that person assumed was a rigorous academic style, but in fact it was actually very offensive and extremely rude, to do that when somebody's just trying to explore ideas, although that particular person is no longer in the organisation, had that particular personality trait unfortunately, and I would of thought would be very rare, but in a subtle way I think if people didn't feel safe and comfortable and felt that somebody was going to use it to attack them or belittle them or

## Transcript No: Interview 2

### Interviewers Comments

368 something I think people would feel very uncomfortable. So I think they'd have  
369 to be very mature and sensitive people to peer review, the way you do offer  
370 yourself for scrutiny, your ideas for scrutiny, but I mean had those caveats and  
371 those reservations, I think there is nothing more sound a way of developing  
372 your ideas than offering them for scrutiny and ideas.

374 I once worked when I was much younger, for a woman who is my senior tut...,  
375 and my sort of my head of department, who is wonderful and she used to write  
376 ideas for new programmes and stuff down and she would put these ideas down  
377 and then she would hand them to me and say. She once handed two or three  
378 papers, back in the days when post basic education was just developing. And  
379 she said "here will you shred that for me", so I did, thinking why can't she walk  
380 to the shredder herself, it was only then that I found out that by the word shred  
381 she meant dissect it for me, critique it for me.

383 Interviewer: (interviewer laughs)

385 Respondent: So I wasn't popular

387 Interview (interviewer still laughing)

389 Respondent: This was in the days before pc's and she'd hand written this stuff  
390 beautifully

392 Interviewer: Oh no

394 Respondent: but I was a very dutiful young tutor at the time so, my senior tutor  
395 said shred something I thought well why not, but despite that what she was  
396 doing (once we got over that) what she was doing, was sort of saying these are  
397 just broad ideas and I want you to go through them with a fine tooth comb and I  
398 don't want to be flattered and I want to be challenged and I think that is a very,  
399 very exciting idea, you know.

401 Interviewer: So we'd need to be careful on how, if we set it up within a writing  
402 group or set up writing group (UD) in the first place. We would need to very  
403 careful in how we develop the peer review, if we'd agreed a code of ethical  
404 conduct if you would, do you think would go some way to?

405

406 Respondent: I was just thinking that Adam and I do think that without getting  
407 too precious and writing a 20 page manual, just an understanding of the ethos  
408 because, I mean you have to remember whenever your offered a compliment  
409 or indeed a criticism of anything that you do, your first question should be about  
410 the credibility of the person giving that compliment or you know. I can't play the  
411 violin and my son is a wonderful violinist and I once walked into the dining  
412 room, where he practising and said (name #3) that was wonderful, I think he  
413 said "actually it was rubbish", you see and what do I know and similarly the  
414 critique and I've seen people are simply offering an opinion as fact, well why is  
415 that, you know, an acceptable critique, it may well be that its wrong and it's  
416 miss-informed. So yeah, I think if you have the right minded people who are  
417 supportive and positive about it and are not seeing it as an egotistical exercise,  
418 then I think it can be tremendously therapeutic, to have a peer reviewed forum  
419 where you come along, sometimes with a back of the envelope job, but this is  
420 where I'm going with this. That I think the dialogue and the debate is priceless,  
421 yeah.

422

423 Interviewer: How about collaborative work, have you ever worked  
424 collaborative? Obviously when you were talking about your book chapter that  
425 being an example of collaborative writing, in terms of the fact there was  
426 different institutions doing different chapters

427

428 Respondent: yeah

429

430 Interviewer: your own piece of written work?

431

432 Respondent: I wouldn't really call that collaborative writing, in the sense that I  
433 didn't even know who else was writing until the book was published, somebody  
434 else took the job of juggling and editing and all the rest of it. But when you  
435 read these research work you know by (various names) and this sort of thing,  
436 and I've often wondered how that works actually. Who holds the pen or who's  
437 fingers are on the typewriter? I mean with 2 its bad enough and when you get  
438 these wonderful science ones with about 9 authors, you know, I've often  
439 wondered whether Roper, Logan or Teirney wrote something...

440

441 Interviewer: Yeah absolutely

442

443 Respondent: I can't comment on that I've absolutely no experience of  
444 collaborative writing. Although I can imagine there are a couple of colleagues,  
445 who I would love to collaborate with, to bounce the ideas and share it, but I've  
446 always wondered about the actual physical process of – do you say – well you  
447 write and I'll have a look at and yeah I'll go with that. Or do you almost – you  
448 write first chapter, paragraph - I don't know actually, I would be very interested  
449 to actually listen to people who have genuinely published (jointly published)  
450 with somebody else, you know, but no I've no experience of doing it.

451

452 Interviewer: So that brings me to two questions really. First of all - in terms of  
453 collaborative writing, do you see collaborative writing as perhaps a nice way in  
454 for people who have not published before, to get involved with other things?

455

456 Respondent: Oh I see

457

458 Interviewer: So perhaps could tag on with somebody who has got experience?

459

460 Respondent: Yeah, I think. Gosh that's almost a leading question. You can't  
461 possibly say no to that, and in fact to be fair, if there are people who have some  
462 writing and publication experience, I can think of the benefits of collaborative  
463 writing in our world, I can think of two. One is exactly as you say, in drawing  
464 people who are tentative about it because they haven't done it first. And the  
465 question might be who? Practice – people in practice – educators who have got  
466 their feet in practice, who are perhaps able to collaborate with somebody who  
467 has a more academic background and that seems to me a wonderful potential  
468 for collaborative writing actually and the academic experience and the clinical  
469 practice experience working together...

470

471 Interviewer: The reason why....

472

473 Respondent: I could see it working that way.

474

475 Interviewer: The reason why I mentioned it, like you say it is a somewhat of a  
476 leading question really, Urm, comes from responses of another interview  
477 respondent

478

479 Respondent: yeah

480

481 Interviewer: I'm testing out the waters here, sharing ideas between interviews.

482 This particular respondent was referring to fact that to gain – he hadn't at that

483 stage published anything for themselves, and he was looking to submit drafts

484 to an editor of a magazine and to two colleagues at the same time, to get all

485 the feed back he possibly could, but the final article would have his name as

486 the lead author and the other two peer reviewers, if you would, as secondary

487 authors to that piece of work.

488

489 Respondent: yeah, if I can comment on that. There's a couple of things there,

490 to my experience submitting a draft to an editorial board of a publishing journal,

491 to sort of give me an idea, I would be amazed if you got a reply from that

492 actually. But perhaps some do, but I do wonder whether they've time for that

493 and I would of thought we ought to have and should have the expertise in

494 house to produce, given the expertise that we have right up to (name #5) and

495 all that sort of stuff to actually produce, you know publishable stuff, but in terms

496 of the 2<sup>nd</sup> idea, let us assume for a moment that I had a track record of

497 publication as long as your arm, which I haven't, but assuming that I had and

498 some young whipper snapper came in and said look I really want to get in to

499 publishing and there's stuff I want to say as well and came to me, I would be

500 thrilled at the prospect of helping him just develop the form and the style and

501 making comments. I would consider that a professional and personal

502 responsibility and a privilege, but the thought of actually putting my name on

503 the paper I think would be patronising in the extreme, because I'd had not part

504 in the work, apart from some minor suggestions about style and content and

505 presentation. And I think it would be – one is aware that in some certain

506 academic departments er, there are certain people, heads of department who

507 insist that they, you know that funded researchers do this and then always add

508 their name to it and these are old stories, I think it's very unacceptable, unless

509 you have been actively engaged in the data gathering and analysis and der,

510 der, der, der der, personally I think it'd be unacceptable. If you cannot give that

511 sort of professional support without seeing your name in print I think it's a bit

512 sad, but that's my personal view.

513



## Transcript No: Interview 2

### Interviewers Comments

514 Interviewer: It is interesting when I shared the same opinion with this particular  
515 respondent urm his response surprised me somewhat, because he described it  
516 as potentially a win, win situation and the win situation for him, was he got into  
517 publishing

518

519 Respondent: Indeed

520

521 Interviewer: The win situation for the organisation, was the fact that two of the  
522 people had got their names on an article, which actually qualified, help them  
523 qualify for the RAE exercise so he was seeing this from (UD) I'm working this  
524 from an organisational perspective, then, why not?

525

526 Respondent: Yeah, sure, sure and that's fine – a slight word called ethics  
527 comes to mind

528

529 Interviewer: (Laughs)

530

531 Respondent: No, I think that would have to be the organisations responsibility,  
532 but all I would say is that anybody who puts their name on a paper as a joint  
533 author, ought to in my view, or to have done rather more than simply give some  
534 direction. If you have not been actively engaged as a collaborative researcher,  
535 personally I would not feel ethical in putting my name on anything. I would  
536 consider it just my responsibility to support and develop others, but I don't see  
537 why you should put your name on it, but it's a view. I can see the slightly  
538 cynical RAE argument, but yeah

539

540 Interviewer & Respondent: It still comes down to ethics

541

542 Respondent: I would feel uncomfortable personally.

543

544 Interviewer: I suppose that leads to another question really and again is back  
545 down to the writing group and support from a writing group. Do you feel that it  
546 would be worthwhile developing: you talk about an ethical code or a philosophy  
547 if you would. That would be en-captured within that, that or encapsulated within  
548 that philosophy we included some kind of guidance in regards to the rules of  
549 collaborative writing and what constitutes collaborative writing, and what  
550 constitutes and what doesn't?

551

552 Respondent: That seems a natural outcome of what we've been talking about  
553 for the past 5 minutes doesn't it? whether my views prevail or not. I suppose  
554 even to layout the nature of very simply some (UD) what is collaborative writing  
555 how it can be: what are the values it, you know. But some, yeah, parameters  
556 as to collaborative writing is the end result of collaborative work. I would of  
557 thought, I personally would argue for that philosophy of joint er and given the  
558 nature of the sort of work and research we can get into in the school and vast  
559 areas, there is one, if I can give an example now, which (Name #5) is trying to  
560 kick-start, which is an evaluation of the new curriculum, the MAD curriculum  
561 and I'm sitting there trying to. One single person couldn't possibly do that it's an  
562 exercise in collaboratively working across all the sites, to access a whole range  
563 of clinical areas into doing that and it's a wonderful opportunity to evaluate. But  
564 it's too big.

565

566 Interviewer: Major project.

567

568 Respondent: Yeah, yeah, yeah

569

570 Interviewer: So currently at the stage of career now are you still interested in  
571 writing for publication?

572

573 Respondent: I've never been disinterested, although as I say I'm sort of in  
574 limbo at the moment [long gap] and I'm hesitating because I'm slightly worried  
575 about collaborative – sorry- academic writing, in writing for publication, for the  
576 sake of writing for publication, because that can be tiresome I think you have to  
577 have something. I've always told the students that the first step in any  
578 research process is not the research question, or something – that's the 2<sup>nd</sup>.  
579 The very first question is called the thing that gets up your nose, because  
580 unless you are slightly driven by something that you really want to explore or  
581 exercise or whatever, and I think you have to have a genuine rather than an  
582 imposed er, you can be offered work to do you know (name #5) phoned me up  
583 and said "do you what to get involved in this", and you can do that and that  
584 would lead to publication and all the rest of it, but I actually think true academic  
585 writing and true research and certainly the two major research projects that I've  
586 done for masters degrees, albeit over 10 years ago, both were driven by an

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### Interviewers Comments

587 absolute passion about, at the time, about what I was talking about actually and  
588 I think that will drive you on.

590 Interviewer: So it's more than an interest it's another level really

592 Respondent: It's an interest but it's something which you passionately really do  
593 want to get involved in. There were reasons why I didn't continue with these  
594 things at the end of the 90's when I was going to (location#1) doing this  
595 reflective stuff, but I got very seriously into the notion of reflection, because I  
596 considered it yet another bandwagon suddenly reflection, nobody can  
597 remember when it wasn't there, suddenly its an issue, suddenly the  
598 professional body were using it in documents and we all picked it up and we all  
599 new a lot about it, but understood, I think very little, and it was an opportunity to  
600 get really under the skin of reflection, which because of the process that I went  
601 through for a year or 18 months I could now postulate about reflection,  
602 profoundly interested in it, at the point which I discontinued that was because of  
603 my change of role and all the rest of it 5 years ago. But I was struggling with an  
604 actual research format, which would properly, allow me to explore the nature of  
605 reflection. And it became quite a philosophical exercise in fact and that would  
606 have led in think to some publication and I wrote a reflective journal at the time  
607 over the weeks that I was struggling with these notions, now I think that sort of  
608 publication of the generation of ideas and notions, completely unreferenced,  
609 they say the most famous research paper in the world that was ever published  
610 with was Einstein's theory of relativity in 1905 does not have one reference in it  
611 and I found that very impressive (*both agreeing and laughing*) yes. You know  
612 to heck with what everybody else saying - I think. And I think that type, and this  
613 actually does lead to a point really because it makes a point that there is a form  
614 of writing for publication which isn't a review of literature and some of the  
615 standard or reporting your data gathering or research, which is fine. But there  
616 is a form of writing for publication, which is actually banging your soap box,  
617 these are my ideas right or wrong of developing it and its finding the forum for  
618 that and certainly the journal of Advanced Nursing wouldn't be interested in it:  
619 people like Nurse Education Today, may well be interested a sound  
620 provocative journal, not just a rant that you can read in The Nursing Times, but  
621 going back to the point of having our own in-house journal, that's where you, I  
622 think, publish and circulate, take to conferences

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### Interviewers Comments

624 Interviewer: A place for having your narrative...

625

626 Respondent: That's right. Yeah, yeah

627

628 Interviewer; So again coming back to where you are now in your career etc.

629 and the fact that you say you were never disinterested in writing, academic

630 writing, would you be interested in a writing group?

631

632 Respondent: Oh I think not withstanding the logistics and the time and the

633 teaching commitments and all those logistics problems, the principle of a

634 writing group I think is terribly sound, you know, and thought a nucleus of one

635 anyway.

636

637 Interviewer: Yeah we do have a nucleus: quite right in terms of describing it as

638 really as a nucleus. Part of the purpose of this research is working out how we,

639 take that from being almost like an embryo if you will and allow it to grow. The

640 group was originally set up about 18 months ago by (Name #6), umm...it is

641 based currently just at the (Location #2) site, is always on a Monday, first

642 Monday of the month, its at quarter past four, the very structure of that has

643 inherent problems, so for example you know at disparate sites how do people

644 get to that one site etc. so we wanted to know how staff would best want that

645 group to develop and that was really where the idea of the research project

646 grew from, and then as things develop it grows into something larger, but really

647 you could almost argue that the research is currently involved about is all about

648 trying to decide on how to best develop the writing group next on ...(UD as

649 respondent cuts in)

650

651 Respondent: There are two comments: It's entirely the case isn't it, oh gosh I

652 wish we all on a multi site, wouldn't it be tremendous, this is the problem and

653 you've had a long day and now I've got to flog to (Location #2) for a writing

654 group, you know and it happens. I don't know it may well be that it's almost an

655 impossible problem, but two things occur to me about the writing group, one is

656 assuming that you can overcome those simple logistics, I would be, when I say

657 I, I think I speak for a lot of people, I think people generally would be quite

658 intimidated, however interested they are, intimidated if they thought that they

659 had to sort of turn up ayup next week it's yours and heres this beautifully

written academic paper and I think there gonna, Whoa no. What I think people would be encouraged by, is the thought they could turn up with this extremely rough draft, even proposal my idea, this is where I wanna go, either for a paper or for work which I'd wanna publish, very rough edges stuff and wanting this peer review, but going back to what you were saying about the right supportive, positive environment and if I may say so in confidence, and this is in confidence. I think the person who managed, chaired whatever the writing group, would have to be very subtle to ensure that however interested, people can get very precious and academic sometimes and sometimes a little egotistical and whilst one, you know, admires peoples academic rigor and all the rest of it, I think there are interpersonal sensitivities, which would have to be managed extremely well so that, that forum is welcome and accepting. I'm sorry, but I do believe that one or two people potentially could use it just as an ego trip and I think that would be devastating and people just wouldn't turn up anyway. I think that would have to be controlled. And the 2<sup>nd</sup> idea I've just had - gosh I'm a genius!

**Interviewer:** It's flowing today...

**Respondent:** Today's, idea for saving the world, but I don't know, Adam, I don't know. We have this multi site, massive (Location #3) & (Location #4), you know and yet, have these beasts (at this point the interviewee pointed at the computer) why can't it be, I don't mean instead of the group, but to supplement it with an electronic writing group. If I wanna draft a page or two of these ideas I wanna go, bang it on there, press a button and every member of the writing group, you know, gets it and if can't: I don't know we're crazy not to consider that as electronic stroke, you know, writing group and the group: you can turn up once a month and if Fred Bloggs can't be there, for what ever reason, but Fred put out his proposal and we all printed it, we've all read it, we all come to the group and discuss it and we all feed back you know, our own little web site I don't know. It seems to me the only we could get the dialogue going. You know if you think about the dialogue that takes place through the e-mail system now, you know, that seems to me to be the terrific way of doing it and to think that suddenly I don't have to flog to (Location #2) but not only can I just press a button and print and read at my leisure here, I can respond as well.

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### Interviewers Comments

696 Interviewer: I suppose, coming from an informatics angle now, one of the  
697 potential down sides, I would offer to that as a counter argument, is that if you  
698 look at a lot of the research with regards to e-mails as a form of  
699 communication.

700

701 Respondent: Yeah

702

703 Interviewer: They reckon you'll loose around about 80% of the nuances of  
704 communication, through the fact that it's just the text based medium

705

706 Respondent: You're not talking about the article, you're talking about the  
707 critique the comment.

708

709 Interviewer: yeah, If you're talking about managing it very, very subtly would  
710 that (UD as respondent cuts in)

711

712 Respondent: That's interesting, yeah well I, I think that's very interesting and I  
713 can well believe that finding. But perhaps what I was saying about not  
714 replacing the group meeting but supplementing it, then at least this could be  
715 used for distribution of the stuff before we can read it and share it and yeah  
716 brief e-mails and stuff but there would be the monthly forum, I mean that could  
717 take place literally daily, you know, but the monthly forum, where we get  
718 together to get they very quality of discussion going and if you are not putting  
719 some stuff up and you're a member of the writing group, but you haven't put  
720 stuff up or whatever, you know, you could read the stuff and you know what's  
721 going on and you make comments, but if you really want to contribute or if you  
722 are putting up a paper and you really do want the feedback, then your going to  
723 make it your business to turn up that month, aren't you, you know. To welcome  
724 your peer and subject yourself to the scrutiny of your peers, as somebody once  
725 said, I think somewhere this thing (points to the computer) has got a part to  
726 play

727

728 Interviewer: Yeah ok. So to recap although perhaps now it wouldn't be the time  
729 for your involvement in the writing group, you wouldn't be disinterested from the  
730 writing group either?

731

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### Interviewers Comments

Respondent: I would profoundly interested, very interested at all, I would want to contribute: my concern is where would my contribution be, really just sort of turning up somebody saying tell me about it. I'd want to make a proactive contribution as well, but you could sit around for years for that to happen. I'd love to see it give a formal kick start, with the protocols and the outlines for people of what we're trying to achieve here, what it's about. Do you see what I mean?

Interviewer: Do you think it has to be, in some ways the current idea of the writing group is it almost being slid in through under the door, it's been an in-house grown thing, it hasn't been reflected at all with any of the school strategy, in terms of how we're going to look to develop professionally as a school etc.. Do you think it perhaps needs that support from perhaps (name #6) for example, to be saying well this is a really good notion let's push this forward, let's get people involved in this, an official launch if you will

Respondent: I don't know, I'd glad this interview is confidential. The official type launch, could be it's death kiss really couldn't it, really, you know. Oh god summit we've really got to do and yet as you say it becomes a little club for 3 or 4 people who, you know, who sit together cause they're slightly nerdy and quite enjoy that sort of thing. There's got to be a happy medium there's gotta be a launch, there's got to be a way of saying (I wish I knew how to do it but) to the organisation as a whole, this is something we don't have an option about, as an organisation. We're not suggesting every individual member, but in principle as an organisation, we need to do for our academic credibility, for RAE and allsorts, and also for your professional development it's a good thing to do, your all young, all the old staff are dying off now, the young people coming in, there's an enormous influx of new people and if we set an ethos, an environment in the school which says, it's good, it's appropriate, it's right, I think it will take off. I genuinely go back to my very first point that says, if anybody asked me my opinion we have to do something about the simple day to day logistics, of the work load; going on about work load it might sound like I'm bitching on about work load but you know, it is the sheer scale of this activity. I would love somebody to interview, a few members of academic staff from outside of the school to say, give us your impression of what the school of health, particularly on the nursing side of things and if they all go, well yeah, you know, (pause) I always assume that they would raise their eyebrows and in conversation



people often do, I think we sometimes have to see what we do, from the perspective of others, cause we're too involved, we take it for granted do we not, you know and all the things that you do in nursing, nurse education a lot of the pastoral work and stuff you know. And I think within the academic world we do raise eyebrows. I've always felt that and I think, either that you know, a slight change in the curriculum would allow free time or obviously a contracted obligation people, could negotiate with the head of centre, if we don't change it, to have one trimester, which is a neat little package 15 weeks, a you know, a reduced work load. You know the rest of the site, the team are going to carry the can, well fine, they'll do that, if they now that they're working to a product and there is product of the end of it.

Interviewer: And perhaps that there is equity?

Respondent: What do you mean by equity?

Interviewer: In terms of the fact that they'll help carry the can, as it were if they knew that, that opportunity gonna be afforded to them at some point as well

Respondent: Oh in deed, absolutely indeed and you have to be careful about unfairness. But yeah, I was at a conference on leadership last week, which I find very, very interesting and indeed we are – there's a lot of leadership development in the SPQ programme now and on this site we're developing leadership programmes for the clinical staff and it's very exciting and its something I'm very, very turned on about and that I think over the next few months, I would love to get involve in some academic writing, some initial stuff out comes of where we're taking these people. That's the thing that's gripping me at the moment and I'd love to do that. Urm, sorry I digress but one of the things I do know about leadership and my own experience about academic leadership in 20 years, is that there is no such thing as equity, you know you can get perception, can have equality of opportunity, because if you go for equity and it worries me when people go for equity, because you give same workload to one person and they'll swallow it and say give me some more and somebody else will go off sick with the same work load, you know, and you have to play to that, and people are: I don't mean people work harder than others, people are more capable than others and the good manager, leader you know, works to peoples strengths and pulls up a very clever trick, of giving



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people unequal work loads because that's what they're capable of, but making them the sense that it's equity; if you pull that off you're a genius, but I think on site properly managed people could have, you know, support and you know whatever their negotiated product at the end of 15 weeks, certainly work and documented work and a draft paper for publication whatever, you know.

Interviewer: So, urm I'm just wary of time as well actually I know we're probably coming up to the end of the hour. We've talked about a lot of the issues which are on here so that's great but is there anything else you want to add before we close the interview?

Respondent: I don't think so no, as I say I'd thought of a few things before you came and I think over the past 40 minutes and ideas have sort of popped out. I think the one thing I do genuinely believe is, there's a paradox, is the thought of actually writing, is you go off and do displacement activity don't you? You know that doing your master's degree you will go and wash the dishes or do anything than actually sit down and do it. Students do the same, there's this awful paradox about oh god I can't do it or starring at the blank screen or the blank piece of paper, but you also know and everybody knows if they've done writing that when the muse's come it works and to have produced a piece of academic writing is the most tremendously fulfilling experience I think you can have, whether its writing that article or as one of my children said the other day the finishing of a thank you letter at Christmas. That same wonderful catharcisum and relief of putting the last word to your masters dissertation you know, it is a tremendously innovating and life enhancing experience and I don't exaggerate when I say that actually and if we can actually bind people to that sort of view rather than another chore on top of my daily thing, you know.

Interviewer: I mean, if there's one thing that urm one over arching theme I would guess from just listening to the conversation now. It would really be the fact we've been looking at a cultural change

Respondent: Yes, I'm sure your right

Interviewer: rather than trying to make a small, we've gotta do this as an overall cultural thing

843 Respondent: I do believe yeah you can get a small group of 3 or 4 turning up  
844 Monday night yeah sort of thing, and fine, but the big challenge is to get a  
845 cultural ethos change in the school that says, hey this isn't a chore this is good  
846 this is – you get ticks for this you get credibility for this, there is no egotism er  
847 people regard the professional: you can make a contribution, you can actually  
848 say radical things and advocate change, urm and there's a forum for it and  
849 there's the prestige and, you know, publishing is a great ego trip of course, you  
850 know, as somebody once said most literature is published for the self  
851 aggrandizement of the author, well what the heck, you know there's nothing  
852 wrong with it and it's good for the C.V.

853

854 Interviewer: Do you think it's helped your career?

855

856 Respondent: Urm in all honesty no, because: Project 2000 was the biggest bang  
857 in 70 years I was just fortunate enough to be around. It would have been  
858 literally criminal not to have published that, and it was very exciting for that 2  
859 or 3 years. We were also the subject of a major research project into evaluating  
860 Project 2000. The centre for educational Research in London were  
861 commissioned by the what was then the ENB you know and all: so that was  
862 good but I think for it to influence your career you would have to have a long  
863 and consistent track record of publishing and again when your involved in  
864 education management programmes within a none academic environment really  
865 it is very, very difficult you know.

866

867 Interviewer: So from that perspective if you need a continual long winded, a  
868 long publication record under you arm if you will, where does the perceived  
869 advantage of publishing come from?

870

871 Respondent: what you've got to remember is at 55 and after nearly 25 years or  
872 more in teaching, and given what has happened to the profession in my time its  
873 been very different, but now that: since the mid 90's for over a decade now  
874 we've been established academically if you like, and I think people coming in:  
875 the time to publish is from when you come in, as a consistent part of your  
876 normal activity and not at peaks and troughs and I think they should be: people  
877 should be engaged. That's the problem, I keep coming back to this, it is not

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### Interviewers Comments

878 academically conducive, this isn't a criticism it's a statement of fact, but it isn't  
879 academically conducive to be engaged in 12-15 hours of teaching over 45  
880 weeks of the year, with no sabbatical, no free time and an enormous amount of  
881 other professional and academic and vocational issues that you get involved  
882 with, with the students. We're not ivory tower academics who can turn up for a  
883 couple of lectures and hide away in our office and not be bothered by a  
884 student or if it is a student, they're extremely bright academic they want 15  
885 minutes of your time we're even doing pastoral work supportive work, so we  
886 have to make the time: the organisation has to make the time but whoa betide  
887 people who abuse the time, because that is grossly unfair, so people want the  
888 time, either the dropping of the June intake or the negotiated one trimester a  
889 year 50% reduction in teaching and work load and with an outcome. Not  
890 necessarily registered for degrees, although it would help people to do that, but  
891 to actually: and I would have thought that if you were to negotiate one of these  
892 sort of mini sabbaticals, if you can call it, there would have been a certain  
893 propriety work that you would have done or almost to the point that I now need  
894 to write my draft article or it is the work that the time you use to actually gather  
895 your data or do whatever, with the proviso that you must subsequently write  
896 that up, whatever but that's a contractual staff development thing, isn't it ?

897

898 Interviewer: Excellent, well, we'll stop there and I'll stop this tape recorder

899

900 Respondent: Great,

901

902 Interviewer: Thank you very much

## **Appendix 8: Microanalysis (Open Coding) Transcript**

1 Interviewer: A lot of this has come from the original use of these forms was  
2 for the last research that I did, which went through the L Rec, I mean, I basically  
3 thought if everything's gonna be ok for the L Rec, I'm sure if I used the same  
4 forms for the college, it would go through the ethics committee and sure enough it  
5 did, so I hadn't realised that I hadn't quite proof read it...

6  
7 (Door Slams)

8  
9 Respondent: Right, so

10  
11 Interviewer: As I say, really informal.

12  
13 Respondent: Yeah, tell me, I think I know what this is about, but er

14  
15 Interviewer: Well the research aims are several: the first things we need to look  
16 at really, are, why people are interested, or even if they're at all interested, in  
17 writing for publication.

18  
19 Respondent: Yeah

20  
21 Interviewer: Urm, I've realised a lot of people fluctuate in times of; if they're  
22 having periods of time where they're interested in writing for publication and then;  
23 then not, then perhaps coming back to it, then not. Urm for lots of different things  
24 going on in their lives so I'm interested in exploring some of those issues. And  
25 then the 2nd part of the study is really exploring, how the college could best  
26 support people wanting to write for publication and the idea that we're currently  
27 running with is this idea of the writing group, whether a writing group of some  
28 nature would help promote working for publication, and secondly if we did set up  
29 this writing group, we have got a fledgling writing group already, what kind of  
30 support people would want from it, how they would actually see it wanting to  
31 develop. So from the interview point of view, rather than asking a load of  
32 questions what I thought it would be easier to do is to pass on this to you, which  
33 is a list of research questions if you will...

34  
35 Respondent: OK

## Transcript No: Interview 2 - Microanalysis

Data Codes

Interviewer: and then what I thought we'd do is in any order that you wanted, put the ball in your court really so we could just talk about those issues and see if there's anything.....?

Respondent: and we're looking at these simply [InspectSimp] from my perspective [StatOwn] as an SL [WorkRoles] fulltime [WorkRoles] der, der, der, yeah, quite

InspectSimp  
StatOwn  
WorkRoles

Respondent (reading from question list): With interest in regard to academic writing what the perceived obstacles of becoming involved, yeah do academic (UD) want to become involved in writing and what types of support with those interested, Ok, it's well a global thing. [AmpGeneral]

ImpGeneral

Interviewer: Yeah

Respondent: Urm, should I [QuesConfirm] just give you a diatribe [openAnswer]?

QuesConfirm  
openAnswer

Interviewer: yes, just start (UD)

Respondent: It's absolutely the case isn't it? [seekAgree] That we have to be involved in this academic environment [acEnviro] which has been here over a decade now, of doing this and given that nurse education [nurseEd] comes from a history [pastRef] of non academic, you know what I mean [seekAgree], 1990 when I launched Project 2000 I believed 10% of nurse educators [nurseTeach] had a first degree [Qualification].

seekAgree  
acEnviro  
pastRef  
nurseEd  
nurseTeach  
Qualification

Interviewer: urm

Respondent: So the staff development [staffDev] that's taken place is extraordinary [unusualChange].

StaffDev  
unusualChange

Interview: Yeah

## Transcript No: Interview 2 - Microanalysis

### Data Codes

Respondent: So why are we dragging our feet as it were [delayChange], and I genuinely believe, I mean, some of us old fuddies, you know we're getting a bit passed it [fatChange], but there has been an enormous influx into this school of more serious, more academically trained shall I say, staff than certainly in my day [instDev]. So why we.....and I think the answer is very simple [simpleExpl]. I was thinking about this last week and I knew you were coming. The answer is very simple [simpleExpl] - ya know - we teach a 45 week academic year for a start [desWork], which raises eyebrows in the rest of the college [reactWork], it is the longest course in HE as far as I am aware [compWork]. And not only that, the actual logistics of our programme 2000 plus students on one course [desWork], the pre reg. course, never mind the post reg. and the logistics of large, very large groups multiple intakes [desWork] - I mean anybody objectively would say wow [reactWork], you know, plus your vocational clinical link roles and all the other stuff, and the very necessary administrative roll that we are dealing with [desWork]. I think anybody objectively would go, wow, where does this? [reactWork] And I think anybody who gets into academic writing at all [desWork], it has to be admired, and certainly not within the context of their working hours, it would have to be outside of it [addWork], so we have to admire that. And that's a fact of life [impGeneral] and we all know that and yet we have this requirement to do it [impGeneral], so how? A couple of ideas just to process it [openAnswer], urm, I mean - sabbaticals are great

delayChange  
fatChange  
instDev  
simpleExpl  
desWork  
compWork  
reactWork  
addWork

Interviewer: yep

Respondent: but, but enormously costly for the organisation [impOrgCost], you know [seekAgree]. One thing that - this is a special plea now, there were rumours around the school that the June intake of the pre reg. programme, was going to be dropped for sort of logistic reasons, now I know there's pros and cons about that and all the rest of it, but assuming that it was dropped - right you've then got the second step, which is what do you do with the curriculum? [devWork] You see, do you completely divide the curriculum up into a 2 semester year but 2 intakes, which is, ya know, difficult and a big job to do, [impOrgCost] or option B: leave the curriculum as exactly as it is, knowing that ya know, if you imagine the trimesters as a conveyor belt your always going to have one trimester with nobody in it, as it were, for no cohort in it? [desWork] And that means that each member of teaching staff is going to come, once - one trimester per year each member of teaching staff will have a reduced, not no teaching

impOrgCost  
seekAgree

reducedWork

## Transcript No: Interview 2 - Microanalysis

Data Codes

commitments, but a significantly reduced [reducedWork], for one trimester, and if once a year – one trimester, 1 out of 3, people could actually use that to do a number of things [desWork]. And academic writing would be one of them where they actually did, contracted with a product to be produced at the end and that a whole [workOutcome], because one trimester is equivalent [compWork], in fact, to a reasonable sabbatical and if there were staff who were not for whatever reason wanting to do it [reactWork], then fine, that freer time in that one trimester could be picked up by guesting on other peoples modules or picking up post reg. Modules [teamwork], or that sort of thing, so I would love to see the June intake dropped, you know and I think it would be body constructive [posDevWork]. I think in terms of academic writing yes [posDevWork], that the writing groups and getting the ethos going [cultChange] and we have the college wide intranet and support groups and all the rest of it, and they're terribly valuable and I think there the only way [workResources]. But one other idea occurred to me – in terms of academic writing and urm if I can just show you (participant moves to filing cabinet) – amongst the Lego and toys and everything and skills teaching material. Sorry I won't do it now. What it is I'm looking for is I – back at the end of the 90's I went off to the school of education at (Location #1) and was doing some studies and research urm, actually it was in the nature of reflection

workOutcome  
teamwork  
posDevWork  
cultChange  
workResources

Interviewer: Right

Respondent: and I, it was very interesting because I was involved with all sorts of other educationists, not one of whom was their as a nurse and it was, I suddenly realised that reflection is, doesn't just belong to us as it were [widerContext].

widerContext

Interviewer: It's a little bit wider in terms of learning

Respondent: Just a bit, It was a fabulous thing with these sort of doctoral led seminars going on, but my point is that within the department of education there, they were into academic writing [acaWriting] and what they where doing was publishing their own pamphlets and annually they'd published – within the university, their own research materials and these were handed round [dissAcaWriting] and I thought what a way, you know, given the delay and the time it can take to get into a refereed journal [perObst] and the actual thought of

AcaWriting  
dissAcaWriting

perObst



## Transcript No: Interview 2 - Microanalysis

Data Codes

the school publishing, you know, the School of Health and Social Care of University College (Location #2) publishing, it's own research materials as itself. I thought what a great idea [posDevWork] [devSupp]. And I must show you

Interviewer: Please

Respondent: If I can dig it out:

Interviewer: You'd almost have an annual compendium, compendium of research conducted with each school

Respondent: exactly, yeah, yeah that's right yeah and actually but nicely put and I'm sure we have our own in-house stuff to publish (participant holds a professional looking soft bound booklet) this sort of quality publication.[pubType]

Interviewer: Yes

Respondent: at this point (respondent) showed Adam (Laughs)

Interviewer: We have urm plus we have a (Location #2) Academic press as well now err which is (Location #2's) own publishing house

Respondent: of course yeah

Interviewer: and that might be something which the community could get tied into to

Respondent: I mean somebody like (name #2) could edit it or something you know or (name #3) or whoever, but you know. [qualSupp] [seekAgree]

pubType

qualSupp

Interviewer: Yeah, yeah so from the, if I recap on what you've said so far just to make sure my interpretation is right. Essentially your saying that you believe in academic writing and publishing is really the way we need to progress.

Respondent: if it is the standard way, got to be done, yeah [acaDevelop]

Interviewer: but secondly, currently with the work loads that we have, because of the scale of the organisation we are working in, trying to get that done in normal working hours is near enough impossible; your looking at doing it in your own time

Respondent: in the context of three intakes, multi sites, 45 week a year [desWork], we are asking an enormous amount [compWork] [addWork].

Interviewer: Ok, so by dropping the June groups that might free more time etc.

Respondent: Well it would free more time, it's just an idea that were (it may not be a goer) but were it to be so, I think that would be a wonderful opportunity [posDevWork]. For those, the willing and the able to actually use that as sort of a mini sabbatical reduced teaching hours, you may be running another module, clearly you'd be running at least one, you might be running at one module or you know guesting, [desWork] but there would be certainly the time to contract with your head of centre or somebody, an actual preparation of an article for publication. [workOutcome] I would of thought that would be possible in a 15 week period [realWork].

Interviewer: You published extensively yourself I believe?

Respondent: I've published, extensively is flattering [pubHistory]

Interviewer: (laughs)

realWork

pubHistory

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Respondent: but an exaggeration, but I'm talking about the days when I was doing curriculum leaderships, end the 80's early 90's, the big issue was project 2000 [pubTopic] and we published quite a bit around that as well as my own research which I published with my own dissertation [pubTopic] back in 1990 [pastRef] or something but yeah, but not for a while [pubActivity].

pubTopic  
pubActivity

Interviewer: How did get involved in actually going out to publish for the 1st time, can you remember?

Respondent: Err. There was two ways: one was the articles I was publishing on my, sort of masters research [pubTopic] was urm basically picking up journals like Nurse Education Today [journalChoice]. The Journal of Advanced Nursing wasn't going at the time I don't think, but the appropriate journal [journalChoice], and you know inside the first, you know, inside cover of the, you know the, information for people wanting to publishing [pubInfo] , and you ended up getting the trouble to knock the thing together in the format double space [prePub], de, de, de and sending it off for publication [subPub], so I found that a very straight forward process, you know, follow these instructions. [procPub] In terms of the other – the one that enjoyed being involved in a lot was a couple of years after launching project 2000 in this school, which is a demonstration site, we were invited with 3 or 4 other demonstration sites to publish a book on our experiences [comPub], and we were approached actually by Campion Press, who were publishers of Medical and Nursing text books, who turned up at a conference we were giving and said this would be wonderful [comPub]. One of the Directors of the school urm, took the lead on this, to chivvy and ring people [appPressure] up and during the space of 12 months various articles were written, or chapters were written, by various people from the various demonstration sites which was published in a book, which was edited by the head of the school. So yes that was just er, a sort of a, you know write your chapter as it were, to a dead line [deadPub].

journalChoice  
pubInfo  
prePub  
subPub  
procPub

comPub

appPressure

Interviewer: Yeah, yeah and did you have free reign in regards to what you were writing?

enjPub

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Respondent: It was completely free reign [pubTopic] and we wrote it from very different perspectives, and mine, and which I enjoyed [enjPub] , there was no set format [prePub], and I took the notion, because we'd been to conferences up and down the country of nurse educators in Wales, Scotland and Northern Ireland and the rest of England saying well this is project 2000 and it was like they (UD) being famous for five minutes it was extraordinary, because nobody else had done it, and we kept saying well we know how not to do it, [novPub]

novPub

Interviewer: (laughing)

Respondent: and don't follow us cause we're only five minutes into this journey and we used the analogy of, well I used the analogy of wagon trains going west and saying look, for all I know I could lead you into quick sand and we also talked about the fact that if you build an aircraft, you have to test fly for many hours and get a certificate of air worthiness, where as you can just write a curriculum and get a certificate of air worthiness i.e. validation on the strength of your document and then you fly it and you don't know if its going to crash. So my argument is therefore that's fine but so long as you, urm ongoing evaluation and review of curriculum is essential, it's not set in tablets of stone [pubTopic]. So stuff like that. It's very interesting and we call it The Teachers Speak [pubTitle]

pubTitle

Interviewer: Yeah

Respondent: and we all got our own copies and then about 12 months later another copy turned up in the post in a jiffy bag from the publishers. I couldn't read the front cover and I thought, it's blurred I haven't got my glasses on, but in fact in was written in Hungarian. [sucPub]

sucPub

Interviewer: Oh right (laughs)

Respondent: and this had been translated in to Hungarian and was selling well in Budapest I believe. [sucPub]

Interviewer: Excellent

Respondent: So yeah, it's a tremendously satisfying experience [enjPub], writing, as any student will know, when she's finished an assignment and I really, really genuinely think it is the way to put oneself on the map to publish and to conference [carDev]. I was at a conference last week on clinical leadership in the NHS, cause we are developing programmes for that and what we we're getting were people who were publishing [carDev].and it is the way to do it, we have to do it and I think people want to do it [desPub]

CarDev  
DesPub

Interviewer: You mentioned there that the conferences for the P2000 were a way into publication in some ways, do you see that there is a very strong link between the two?

Respondent: I hadn't thought about it till you said, but I think yes. Inevitably so, the actual, the experience or the ideas of generation into the writing and the dissemination of that stuff, yes through refereed journals or possibly through in house stuff, like the (Location#1) University Department of Education is a very credible document that they produced, and conferencing as well, I think there's a sort of linear relationship between those [relPub]. If I've written and I've published I think the next step is to go onto shout it from diaz in a conference really, and I think if nobody else offers you the chance, I think we should put up our own conferences, yeah [disAcWriting].

relPub

Interviewer: Do you think it works the other way around as well then, in some sense a conference allows you to gauge a degree of the peer review of the work that your doing, which then gives perhaps people that extra confidence to think about publishing?

Respondent: I think it should [relPub], most of the conferences I go to, I think people sit there in awe [carStat] and you know, sort of very intimidated thinking you know. Personally I've never been a conference that's been a rigorous peer review [peerReview]. I've no doubt within the higher refines of the academic world the conferences were very cutting edge stuff urm, for the review of my peers [peerReview], but most of us just go there in our ignorance to soak up as

carStat

330 much information as we can, don't we? [staffDev] I think it's a very rigorous  
 331 process, peer review.[peerReview]  
 332  
 333  
 334 Interviewer: The reason why I was asking that, from that perspective, that's  
 335 something off my own experience of applying for conferences but you apply your  
 336 paper, and the paper is then peer reviewed, before it is accepted for the  
 337 conference I was wondering if that was (UD).....?  
 338  
 339 Respondent: My experience of organising a conference is, unless it's a big time  
 340 thing you're just very lucky to get papers. [qualIssue]  
 341  
 342 *(Laughing from both)*  
 343  
 344 Respondent: I'm not sure about the notion of peer reviewing, yeah a review to  
 345 see its relevance or its applicability to the type of the conference [peerReview],  
 346 and sometimes when they don't do that you get sometimes the odd obscure  
 347 presentation but it they review it so there's a consistency about it, fine. But to  
 348 peer review it from any other way, smacks a little bit of censorship to me really  
 349 [peerCen], if you have the views, the ideas, the research, the findings, the  
 350 provocative stuff, you should have a forum for it [novPub].  
 351  
 352 Interviewer: Yeah  
 353  
 354 Respondent: I really do think you should have the forum for it. [novPub]  
 355  
 356 Interviewer: That's an interesting perspective. So how about peer review in  
 357 terms of print? 'Cause when you tend to submit anything to say, in general  
 358 Advanced Nursing, has to go through a rigorous process of peer review. Does  
 359 that smack the same kind of censorship?  
 360  
 361 Respondent: I wouldn't go that far, in-fact no, I would draw back from that,  
 362 because from my own perspective if we are encouraging our students, for  
 363 example, to access serious stuff rather than just, with respect to the Nursing  
 364 Mirror and the Nursing Times (the Woman's Own of nursing) I think these,  
 365 they've really gotta get above the navel the students, and they do [qualIssue].  
 366 But you would want to feel that the Journal of Advanced Nursing, for example,

qualIssue

novPub

has rigorous scrutiny and to maintain its own internal standards [qualIssue]. My personal view over the past fifteen years is the Journal of Advanced Nursing, has been very successful in doing that actually, very successful. I regret that a lot of the stuff is increasingly American but if that's where the work is being done, that's where the work is being done. But the Journal of Advanced Nursing has never declined its standards [qualIssue], in so far as I would judge, and I think that's because of peer review, if its rigour, let there be rigour. [peerReview]

Interviewer: Yeah, yeah. So how about peer review within the school, if we were looking at the notion of the writing group if one of the support mechanisms if the writing group was peer review would that be a benefit?

Respondent: it's a logical consequence of what we're talking about and so long as it's led and handled sensitively, it might work because it's the sort of thing people can get quite paranoid about, I think. [qualSupp] The Editorial Board of a Journal of Advanced Nursing, I would have thought of fairly respectable and credible as peer reviewers [peerReview]. I'm being very unkind now but you could get into the situation of the blind leading the blind, so you know. [qualSupp] But I think, it depends what you mean by peer review, to disseminate amongst your colleagues, within the writing group, what you're doing, where you're going and seek suggestions and guidance is fine. [peerReview] [typeSupp] I mean, I know we have these research presentations where work in progress is brought. And I always considered that to be a nature of form of peer review [peerReview]. And I actually presented something when I was, um about four years ago, when I was doing something on the nature of reflection, and I found that a very interesting experience [typeSupp] because these were monthly lunch time sessions and I turned up to present my work in progress and what I was trying to do with it. And there was about a dozen people there, and its very interesting some just wanted to listen, some engage in very helpful dialogue [typeSupp] [qualSupp], and then one member of the audience suddenly err...a true anecdote, suddenly began to attack me, or the ideas and views, in what that person assumed was a rigorous academic style, but in fact it was actually very offensive and extremely rude [unSupp], to do that when somebody's just trying to explore ideas, although that particular person is no longer in the organisation, had that particular personality trait unfortunately, and I would of thought would be very rare, but in a subtle way I think if people didn't feel safe and comfortable and

unSupp

[envSupp]

costSupp

felt that somebody was going to use it to attack them or belittle them or something I think people would feel very uncomfortable. [envSupp] So I think they'd have to be very mature and sensitive people to peer review [suppQual], the way you do offer yourself for scrutiny, your ideas for scrutiny [costSupp], but I mean had those caveats and those reservations, I think there is nothing more sound a way of developing your ideas than offering them for scrutiny and ideas [qualSupp].

I once worked when I was much younger, for a woman who is my senior tut..., and my sort of my head of department, who is wonderful and she used to write ideas for new programmes and stuff down [novPub] and she would put these ideas down and then she would hand them to me and say. She once handed two or three papers, back in the days when post basic education was just developing. And she said "here will you shred that for me", [typeSupp] so I did, thinking why can't she walk to the shredder herself, it was only then that I found out that by the word shred she meant dissect it for me, critique it for me [typeSupp].

Interviewer: (interviewer laughs)

Respondent: So I wasn't popular [unSupp]

Interview (interviewer still laughing)

Respondent: This was in the days before pc's and she'd hand written this stuff beautifully

Interviewer: Oh no

Respondent: but I was a very dutiful young tutor at the time so, my senior tutor said shred something I thought well why not, but despite that what she was doing (once we got over that) what she was doing, was sort of saying these are just broad ideas and I want you to go through them with a fine tooth comb and I don't want to be flattered and I want to be challenged and I think that is a very, very exciting idea, you know. [typeSupp]



Interviewer: So we'd need to be careful on how, if we set it up within a writing group or set up writing group (UD) in the first place. We would need to very careful in how we develop the peer review, if we'd agreed a code of ethical conduct if you would, do you think would go some way to?

Respondent: I was just thinking that Adam and I do think that without getting too precious and writing a 20 page manual, just an understanding of the ethos [ethicSupp] because, I mean you have to remember whenever your offered a compliment or indeed a criticism of anything that you do, your first question should be about the credibility of the person giving that compliment or you know. [credSupp] I can't play the violin and my son is a wonderful violinist and I once walked into the dining room, where he practising and said (name #3) that was wonderful, I think he said "actually it was rubbish", you see and what do I know and similarly the critique and I've seen people are simply offering an opinion as fact, well why is that, you know, an acceptable critique, it may well be that its wrong and it's miss-informed. [credSupp] So yeah, I think if you have the right minded people who are supportive and positive about it [typeSupp] and are not seeing it as an egotistical exercise [unSupp], then I think it can be tremendously therapeutic [benSupp], to have a peer reviewed forum where you come along, sometimes with a back of the envelope job, but this is where I'm going with this. That I think the dialogue and the debate is priceless, yeah.[benSupp] [typeSupp]

ethicSupp  
credSupp

Interviewer: How about collaborative work, have you ever worked collaborative? Obviously when you were talking about your book chapter that being an example of collaborative writing, in terms of the fact there was different institutions doing different chapters

Respondent: yeah

Interviewer: your own piece of written work?

Respondent: I wouldn't really call that collaborative writing, in the sense that I didn't even know who else was writing until the book was published [colWritTypes], somebody else took the job of juggling and editing and all the rest of it. But when you read these research work you know by (various names) and this sort of thing, and I've often wondered how that works actually. [ColWritPrac]

colWritTypes  
colWritPrac

Who holds the pen or who's fingers are on the typewriter? I mean with 2 its bad enough and when you get these wonderful science ones with about 9 authors, you know, I've often wondered whether Roper, Logan or Teirney wrote something...[ColWritPrac]

Interviewer: Yeah absolutely

Respondent: I can't comment on that I've absolutely no experience of collaborative writing [colWritPrac]. Although I can imagine there are a couple of colleagues, who I would love to collaborate with, to bounce the ideas and share it [colWritAsp], but I've always wondered about the actual physical process of – do you say – well you write and I'll have a look at and yeah I'll go with that. [colWritPrac] Or do you almost – you write first chapter, paragraph - I don't know actually, I would be very interested to actually listen to people who have genuinely published (jointly published) with somebody else, you know, [colWritPrac] but no I've no experience of doing it [pubExp].

Interviewer: So that brings me to two questions really. First of all - in terms of collaborative writing, do you see collaborative writing as perhaps a nice way in for people who have not published before, to get involved with other things?

Respondent: Oh I see

Interviewer: So perhaps could tag on with somebody who has got experience?

Respondent: Yeah, I think. Gosh that's almost a leading question. You can't possibly say no to that, and in fact to be fair, if there are people who have some writing and publication experience, I can think of the benefits of collaborative writing in our world, I can think of two. [benSupp] One is exactly as you say, in drawing people who are tentative about it because they haven't done it first. [benSupp] And the question might be who? Practice – people in practice – educators who have got their feet in practice, who are perhaps able to collaborate with somebody who has a more academic background and that seems to me a wonderful potential for collaborative writing actually and the academic experience and the clinical practice experience working together...[colWritTypes]

ColWritAsp

pubExp

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Interviewer: The reason why....

Respondent: I could see it working that way.

Interviewer: The reason why I mentioned it, like you say it is a somewhat of a leading question really, Urm, comes from responses of another interview respondent

Respondent: yeah

Interviewer: I'm testing out the waters here, sharing ideas between interviews. This particular respondent was referring to fact that to gain – he hadn't at that stage published anything for themselves, and he was looking to submit drafts to an editor of a magazine and to two colleagues at the same time, to get all the feed back he possibly could, but the final article would have his name as the lead author and the other two peer reviewers, if you would, as secondary authors to that piece of work.

Respondent: yeah, if I can comment on that. There's a couple of things there, to my experience submitting a draft to an editorial board of a publishing journal, to sort of give me an idea, I would be amazed if you got a reply from that actually [edSupp]. But perhaps some do, but I do wonder whether they've time for that and I would of thought we aught to have and should have the expertise in house to produce, given the expertise that we have right up to (name #5) and all that sort of stuff to actually produce, you know publishable stuff [expSupp] , but in terms of the 2<sup>nd</sup> idea, let us assume for a moment that I had a track record of publication as long as your arm, which I haven't, but assuming that I had and some young whipper snapper came in and said look I really want to get in to publishing and there's stuff I want to say as well and came to me, I would be thrilled [benSupp] at the prospect of helping him just develop the form and the style and making comments [typeSupp]. I would consider that a professional and personal responsibility and a privilege [respSupp], but the thought of actually putting my name on the paper I think would be patronising in the extreme, because I'd had not part in the work, apart from some minor suggestions about style and content and presentation. [unRealExpSupp] And I think it would be – one is aware that in some certain academic departments er, there are certain

edSupp  
expSupp

respSupp  
unRealExpSupp

people, heads of department who insist that they, you know that funded researchers do this and then always add their name to it and these are old stories, I think it's very unacceptable [unSupp], unless you have been actively engaged in the data gathering and analysis and der, der, der, der der, personally I think it'd be unacceptable [unSupp]. If you cannot give that sort of professional support without seeing your name in print I think it's a bit sad, but that's my personal view. [impSupp]

Interviewer: It is interesting when I shared the same opinion with this particular respondent urm his response surprised me somewhat, because he described it as potentially a win, win situation and the win situation for him, was he got into publishing

Respondent: Indeed

Interviewer: The win situation for the organisation, was the fact that two of the people had got their names on an article, which actually qualified, help them qualify for the RAE exercise so he was seeing this from (UD) I'm working this from an organisational perspective, then, why not?

Respondent: Yeah, sure, sure and that's fine – a slight word called ethics comes to mind [ethicSupp]

Interviewer: (Laughs)

Respondent: No, I think that would have to be the organisations responsibility, but all I would say is that anybody who puts their name on a paper as a joint author, ought to in my view, or to have done rather more than simply give some direction. [UnRealExpSupp] [ethicSupp] If you have not been actively engaged as a collaborative researcher, personally I would not feel ethical in putting my name on anything. [ethicSupp] I would consider it just my responsibility to support and develop others, but I don't see why you should put your name on it, but it's a view [respSupp]. I can see the slightly cynical RAE argument, but yeah

Interviewer & Respondent: It still comes down to ethics

Respondent: I would feel uncomfortable personally.

Interviewer: I suppose that leads to another question really and again is back down to the writing group and support from a writing group. Do you feel that it would be worthwhile developing: you talk about an ethical code or a philosophy if you would. That would be en-captured within that, that or encapsulated within that philosophy we included some kind of guidance in regards to the rules of collaborative writing and what constitutes collaborative writing, and what constitutes and what doesn't?

Respondent: That seems a natural outcome of what we've been talking about for the past 5 minutes doesn't it? whether my views prevail or not. I suppose even to layout the nature of very simply some (UD) what is collaborative writing how it can be: what are the values it, you know. [colWritPrac] But some, yeah, parameters as to collaborative writing is the end result of collaborative work. [colWritPrac] I would of thought, I personally would argue for that philosophy of joint er and given the nature of the sort of work and research we can get into in the school and vast areas, there is one, if I can give an example now, which (Name #5) is trying to kick-start, which is an evaluation of the new curriculum, the MAD curriculum and I'm sitting there trying to. One single person couldn't possibly do that it's an exercise in collaboratively working across all the sites, [colWritTypes] to access a whole range of clinical areas into doing that and it's a wonderful opportunity to evaluate. But it's too big.

Interviewer: Major project.

Respondent: Yeah, yeah, yeah

Interviewer: So currently at the stage of career now are you still interested in writing for publication?

Respondent: I've never been disinterested, [intPub] although as I say I'm sort of in limbo at the moment [long gap] and I'm hesitating because I'm slightly worried about collaborative – sorry- academic writing, in writing for publication, for the sake of writing for publication, because that can be tiresome I think you have to have something. [motPub] I've always told the students that the first step in any research process is not the research question, or something – that's the 2<sup>nd</sup>. The

intPub  
motPub

very first question is called the thing that gets up your nose [motPub], because unless you are slightly driven by something that you really want to explore or exercise or whatever, and I think you have to have a genuine rather than an imposed er, you can be offered work to do you know (name #5) phoned me up and said “do you what to get involved in this”, and you can do that and that would lead to publication and all the rest of it, but I actually think true academic writing and true research and certainly the two major research projects that I’ve done for masters degrees, albeit over 10 years ago, both were driven by an absolute passion about, at the time, about what I was talking about actually and I think that will drive you on. [motPub]

*Interviewer: So it’s more than an interest it’s another level really*

Respondent: It’s an interest but it’s something which you passionately really do want to get involved in. [motPub] There were reasons why I didn’t continue with these things at the end of the 90’s [perObst] when I was going to (location#1) doing this reflective stuff, but I got very seriously into the notion of reflection [novPub], because I considered it yet another bandwagon suddenly reflection, nobody can remember when it wasn’t there, suddenly its an issue, suddenly the professional body were using it in documents and we all picked it up and we all new a lot about it, but understood, I think very little, and it was an opportunity to get really under the skin of reflection, which because of the process that I went through for a year or 18 months I could now postulate about reflection, profoundly interested in it, at the point which I discontinued that was because of my change of role and all the rest of it 5 years ago [perObst]. But I was struggling with an actual research format, which would properly, allow me to explore the nature of reflection . [needSupp] And it became quite a philosophical exercise in fact and that would have led in think to some publication [novPub] and I wrote a reflective journal at the time over the weeks that I was struggling with these notions, now I think that sort of publication of the generation of ideas and notions, completely unreferenced, [novPub] they say the most famous research paper in the world that was ever published with was Einstein’s theory of relativity in 1905 does not have one reference in it and I found that very impressive [typePub] *(both agreeing and laughing)* yes. You know to heck with what everybody else is saying - I think. And I think that type, and this actually does lead to a point really because it makes a point that there is a form of writing for publication which isn’t a review of literature and some of the standard or reporting your data gathering

needSupp

typePub

or research, which is fine. [typePub] But there is a form of writing for publication, which is actually banging your soap box [typePub], these are my ideas right or wrong of developing it and its finding the forum [journalChoice] for that and certainly the journal of Advanced Nursing wouldn't be interested in it: people like Nurse Education Today, may well be interested a sound provocative journal, not just a rant that you can read in The Nursing Times, but going back to the point of having our own in-house journal, that's where you, I think, publish and circulate, take to conferences [journalChoice]

Interviewer: A place for having your narrative...

Respondent: That's right. Yeah, yeah

Interviewer; So again coming back to where you are now in your career etc. and the fact that you say you were never disinterested in writing, academic writing, would you be interested in a writing group?

Respondent: Oh I think not withstanding the logistics and the time and the teaching commitments and all those logistics problems [perObst], the principle of a writing group I think is terribly sound [benSupp] , you know, I thought we had a nucleus of one anyway [availSupp].

Interviewer: Yeah we do have a nucleus: quite right in terms of describing it as really as a nucleus. Part of the purpose of this research is working out how we, take that from being almost like an embryo if you will and allow it to grow. The group was originally set up about 18 months ago by (Name #6), umm...it is based currently just at the (Location #2) site, is always on a Monday, first Monday of the month, its at quarter past four, the very structure of that has inherent problems, so for example you know at disparate sites how do people get to that one site etc. so we wanted to know how staff would best want that group to develop and that was really where the idea of the research project grew from, and then as things develop it grows into something larger, but really you could almost argue that the research is currently involved about is all about trying to decide on how to best develop the writing group next on ...(UD as respondent cuts in)

availSupp



Respondent: There are two comments: It's entirely the case isn't it [seekAgree], oh gosh I wish we all on a multi site, wouldn't it be tremendous, this is the problem and you've had a long day and now I've got to flog to (Location #2) for a writing group [perObst], you know and it happens. I don't know it may well be that it's almost an impossible problem, but two things occur to me about the writing group, one is assuming that you can overcome those simple logistics, I would be, when I say I, I think I speak for a lot of people, [impGen] I think people generally would be quite intimidated, however interested they are, intimidated if they thought that they had to sort of turn up [perObst] ayup next week it's yours and heres this beautifully written academic paper and I think there gonna, Whoa no. [envSupp] What I think people would be encouraged by [benSupp], is the thought they could turn up with this extremely rough draft, even proposal of my idea, this is where I wanna go, either for a paper or for work which I'd wanna publish, very rough edges stuff and wanting this peer review [typeSupp], but going back to what you were saying about the right supportive, positive environment and if I may say so in confidence, and this is in confidence. [envSupp] I think the person who managed, chaired whatever the writing group, would have to be very subtle [skillSupp] to ensure that however interested, people can get very precious and academic sometimes and sometimes a little egotistical and whilst one, you know, admires peoples academic rigor and all the rest of it, I think there are interpersonal sensitivities [unSupp], which would have to be managed extremely well so that, that forum is welcome and accepting [skillSupp]. I'm sorry, but I do believe that one or two people potentially could use it just as an ego trip and I think that would be devastating and people just wouldn't turn up anyway. [unSupp] I think that would have to be controlled. And the 2<sup>nd</sup> idea I've just had - gosh I'm a genius!

EnvSupp

availSupp

**Interviewer:** It's flowing today...

Respondent: Today's, idea for saving the world, but I don't know, Adam, I don't know. We have this multi site, massive (Location #3) & (Location #4), you know and yet, have these beasts (at this point the interviewee pointed at the computer) [compUse] why can't it be, I don't mean instead of the group, but to supplement it with an electronic writing group. [altSupp] If I wanna draft a page or two of these ideas I wanna go, bang it on there, press a button and every member of the writing group, you know, gets it [accSupp] and if can't: I don't know we're crazy not to consider that as electronic stroke, you know, writing group and the group:



you can turn up once a month and if Fred Bloggs can't be there, for what ever reason, but Fred put out his proposal and we all printed it, we've all read it, we all come to the group and discuss it and we all feed back you know, our own little web site I don't know. [altSupp] [compUse] [accSupp] It seems to me the only way we could get the dialogue going. You know if you think about the dialogue that takes place through the e-mail system now, you know, that seems to me to be the terrific way of doing it [commSupp] and to think that suddenly I don't have to flog to (Location #2) [conSupp] but not only can I just press a button and print and read at my leisure here, I can respond as well. [compUse] [respSupp]

Interviewer: I suppose, coming from an informatics angle now, one of the potential down sides, I would offer to that as a counter argument, is that if you look at a lot of the research with regards to e-mails as a form of communication.

Respondent: Yeah

Interviewer: They reckon you'll loose around about 80% of the nuances of communication, through the fact that it's just the text-based medium

Respondent: You're not talking about the article; you're talking about the critique the comment. [questConf]

Interviewer: yeah, If you're talking about managing it very, very subtly would that (UD as respondent cuts in)

Respondent: That's interesting, yeah well I, I think that's very interesting and I can well believe that finding. But perhaps what I was saying about not replacing the group meeting but supplementing it, then at least this could be used for distribution [accSupp] [compUse] of the stuff before we can read it and share it and yeah brief e-mails and stuff [commSupp] but there would be the monthly forum, I mean that could take place literally daily, you know, but the monthly forum, where we get together to get they very quality of discussion going [altSupp] and if you are not putting some stuff up and you're a member of the writing group, but you haven't put stuff up or whatever, you know, you could read the stuff and you know what's going on and you make comments [typeSupp], but if you really want to contribute or if you are putting up a paper and you really do

motSupp

want the feedback, then your going to make it your business to turn up that month, aren't you, you know. [motSupp] To welcome your peer and subject yourself to the scrutiny of your peers, as somebody once said, I think somewhere this thing (points to the computer) has got a part to play [compUse]

Interviewer: Yeah ok. So to recap although perhaps now it wouldn't be the time for your involvement in the writing group, you wouldn't be disinterested from the writing group either?

Respondent: I would profoundly interested, very interested at all, I would want to contribute: my concern is where would my contribution be, really just sort of turning up somebody saying tell me about it. [typeSupp] I'd want to make a proactive contribution as well [typeSupp], but you could sit around for years for that to happen. I'd love to see it give a formal kick start, with the protocols and the outlines for people of what we're trying to achieve here, what it's about. [recForSupp] Do you see what I mean?

Interviewer: Do you think is has to be, in some ways the current Idea of the writing group is it almost being slid in through under the door, its been an in-house grown thing, it hasn't been reflected at all with any of the school strategy, in terms of how we're going to look to develop professionally as a school etc.. Do you think it perhaps need that support from perhaps (name #6) for example, to be saying well this is a really good notion lets push this forward, lets get people involved in this, an official launch if you will

Respondent: I don't know, I'd glad this interview is confidential. The official type launch, could be it's death kiss really couldn't it, really, you know. [recForSupp] Oh god summit we've really got to do and yet as you say it becomes a little club for 3 or 4 people who, you know, who sit together cause their slightly nerdy and quite enjoy that sort of thing. There's got to be a happy medium there's gotta be a launch, there's got to be a way of saying (I wish I knew how to do it but) to the organisation as a whole, this is something we don't have an option about, as an organisation [cultChange]. We're not suggesting every individual member, but in principle as a organisation [cultChange], we need to do for our academic credibility, for RAE and allsorts, and also for your professional development it's a good thing to do [benChange], your all young, all the old staff are dying off now, the young people coming in, there's an enormous influx of new people

recForSupp

benChange

cultChangeFac

[cultChangeFac] and if we set an ethos, an environment in the school which says, its good, its appropriate, it s right, I think it will take off [cultChange]. I genuinely go back to my very first point that says, if anybody asked me my opinion we have to do something about the simple day to day logistics, of the work load; going on about work load it might sound like I'm bitching on about work load but you know, it is the sheer scale of this activity. [perObst] I would love somebody to interview, a few members of academic staff from outside of the school to say, give us your impression of what the school of health, particularly on the nursing side of things and if they all go, well yeah, you know, (pause) I always assume that they would raise their eyebrows and in conversation people often do [reacWork], I think we sometimes have to see what we do, from the perspective of others, cause we're too involved, we take it for granted do we not [compWork], you know and all the things that you do in nursing, nurse education a lot of the pastoral work and stuff you know. And I think within the academic world we do raise eyebrows. [reacWork] I've always felt that and I think, either that you know, a slight change in the curriculum would allow free time or obviously a contracted obligation people, could negotiate with the head of centre, if we don't change it, to have one trimester, which is a neat little package 15 weeks, a you know, a reduced work load. [reducedWork] You know the rest of the site, the team are going to carry the can [teamwork], well fine, they'll do that, if they now that they're working to a product and there is product of the end of it. [workOutcome]

Interviewer: And perhaps that there is equity?

Respondent: What do you mean by equity? [QuesConfirm]

Interviewer: In terms of the fact that they'll help carry the can, as it were if they knew that, that opportunity gonna be afforded to them at some point as well

Respondent: Oh in deed, absolutely indeed and you have to be careful about unfairness. But yeah, I was at a conference on leadership last week, which I find very, very interesting and indeed we are – there's a lot of leadership development in the SPQ programme now and on this site we're developing leadership programmes for the clinical staff and it's very exciting and its something I'm very, very turned on about and that I think over the next few months, I would love to get involve in some academic writing, some initial stuff

Equity (in vivo)

out comes of where we're taking these people. [motWrite] That's the thing that's gripping me at the moment and I'd love to do that. Urm, sorry I digress but one of the things I do know about leadership and my own experience about academic leadership in 20 years, is that there is no such thing as equity [equity], you know you can get perception, can have equality of opportunity, because if you go for equity and it worries me when people go for equity, because you give same workload to one person and they'll swallow it and say give me some more and somebody else will go off sick with the same work load [equity], you know, and you have to play to that, and people are: I don't mean people work harder than others, people are more capable than others and the good manager, leader you know, works to peoples strengths and pulls up a very clever trick, of giving people unequal work loads because that's what they're capable of, but making them the sense that it's equity; [equity] if you pull that off you're a genius, but I think on site properly managed people could have, you know, support and you know whatever their negotiated product at the end of 15 weeks, certainly work and documented work and a draft paper for publication whatever, you know.

Interviewer: So, urm I'm just wary of time as well actually I know we're probably coming up to the end of the hour. We've talked about a lot of the issues which are on here so that's great but is there anything else you want to add before we close the interview?

Respondent: I don't think so no, as I say I'd thought of a few things before you came and I think over the past 40 minutes and ideas have sort of popped out. I think the one thing I do genuinely believe is, there's a paradox, is the thought of actually writing, is you go off and do displacement activity don't you? [motWrite] You know that doing your master's degree you will go and wash the dishes or do anything than actually sit down and do it. [motWrite] Students do the same, there's this awful paradox about oh god I can't do it or starring at the blank screen or the blank piece of paper, but you also know and everybody knows if they've done writing that when the muse's come it works and to have produced a piece of academic writing is the most tremendously fulfilling experience [outWrit] I think you can have, whether its writing that article or as one of my children said the other day the finishing of a thank you letter at Christmas. That same wonderful catharcisium and relief of putting the last word to your masters dissertation you know, it is a tremendously innovating and life enhancing experience and I don't exaggerate when I say that [outWriting] actually and if we

outWriting

can actually bind people to that sort of view rather than another chore on top of my daily thing, you know.

Interviewer: I mean, if there's one thing that um one over arching theme I would guess from just listening to the conversation now. It would really be the fact we've been looking at a cultural change

Respondent: Yes, I'm sure your right

Interviewer: rather than trying to make a small, we've gotta do this as an overall cultural thing

Respondent: I do believe yeah you can get a small group of 3 or 4 turning up Monday night yeah sort of thing, and fine, but the big challenge is to get a cultural ethos change in the school that says, hey this isn't a chore this is good [cultChange] this is – you get ticks for this you get credibility for this, there is no egotism or people regard the professional: you can make a contribution, you can actually say radical things and advocate change [staffDev], um and there's a forum for it and there's the prestige and, you know, publishing is a great ego trip of course, you know, as somebody once said most literature is published for the self aggrandizement of the author, well what the heck, you know there's nothing wrong with it and it's good for the C.V. [enjPub]

Interviewer: Do you think it's helped your career?

Respondent: Um in all honesty no, because: Project 2000 was the biggest bang in 70 years I was just fortunate enough to be around. It would have been literally criminal not to have published that, and it was very exciting for that 2 or 3 years. [motPub] We were also the subject of a major research project into evaluating Project 2000. The centre for educational Research in London were commissioned by the what was then the ENB you know and all: so that was good but I think for it to influence your career you would have to have a long and consistent track record of publishing [staffDev] and again when your involved in education management programmes within a none academic environment really it is very, very difficult you know. [perObst]

Interviewer: So from that perspective if you need a continual long winded, a long publication record under you arm if you will, where does the perceived advantage of publishing come from?

Respondent: what you've got to remember is at 55 and after nearly 25 years or more in teaching, and given what has happened to the profession in my time its been very different, but now that: since the mid 90's for over a decade now we've been established academically if you like [perObst], and I think people coming in: the time to publish is from when you come in, as a consistent part of your normal activity and not at peaks and troughs and I think they should be: people should be engaged. [motPub] That's the problem, I keep coming back to this, it is not academically conducive, this isn't a criticism it's a statement of fact, but it isn't academically conducive to be engaged in 12-15 hours of teaching over 45 weeks of the year, with no sabbatical, no free time and an enormous amount of other professional and academic and vocational issues that you get involved with, with the students. [desWork] We're not ivory tower academics who can turn up for a couple of lectures and hide a way in our office and not be bothered by a student or if it is a student, they're extremely bright academic they want 15 minutes of your time [compWork] we're even doing pastoral work supportive work, so we have to make the time: the organisation has to make the time [reducedWork] but whoa betide people who abuse the time, because that is grossly unfair [unSupp], so people want the time, either the dropping of the June intake or the negotiated one trimester a year 50% reduction in teaching and work load [reducedWork]and with an outcome [workOutcome]. Not necessarily registered for degrees, although it would help people to do that, but to actually: and I would have thought that if you were to negotiate one of these sort of mini sabbaticals, if you can call it, there would have been a certain propriety work that you would have done er almost to the point that I now need to write my draft article or it is the work that the time you use to actually gather your data or do whatever, with the proviso that you must subsequently write that up [workOutcome], whatever but that's a contractual staff development thing, isn't it ?

Interviewer: Excellent, well, we'll stop there and I'll stop this tape recorder

Respondent: Great,

## **Appendix 9: Open Coding of Interview Data**

## **Appendix 10: Open Coding of Questionnaire Responses**

(Qualitative Responses)



# Appendix 11: Microanalysis Code List for Questionnaire Responses

(Qualitative Responses)

Chester (invivo)	topicSelection	adjustmentTime
travelTime	lackOfExp	specificSupport
openLocality	previousExp	notReady
nonWorkplace	formalSupport	longTermObj
protectedTime	formativeAssessment	noEncourRequired
interruption	uncertainProcess	dessiminateKnow
rotateVenue	previousAdvice	groupSupport
parking (in vivo)	ideaSupport	completedResearch
nearHome	academicSupport	dessiminateResearch
LGH	startingPoint	resubPub
centralLocality	academicReview	target
familiarLocality	collabSupport	journalWriting
encourageAttendance	percievedImpact	conferenceWriting
confusion (in vivo)	motivationalSupport	collabProject
electronicComms	ambition	needForExp
noTime	proofReading (in vivo)	positiveExp
workLoad (in vivo)	gainConfidence	deskilled
currentStudies	gainSelfEsteem	willingToHelp
counterProductive (in vivo)	peerReview (in vivo)	recipricalSupport
travelDistance	employerSupport	supportingPeers
outOfHours	programmeOfStudy	sharingIdeas
notChester	researchWriting	rewardGained
readiness	programmeEnd	personalSupport
convenience	chapterWriting	deadlineMotivate
workCommitment	reportWriting (in vivo)	editorialSupport
improveSelfKnow	workLoadPressure	detailedCommit
improveSelfSkill	writingStyle (in vivo)	moraleSupport (in vivo)
writingForPub	timeManagement	disseminateKnow
activeGroup (in vivo)	constrainedTime	openToDiscuss
practical	multiSited	beingMotivated
applicationForFunds	baseSite	limitedSkills
mainatiningMotivation	lunchTime	disseminateSupport
journalSelection	collegeVenue	generalSupport
initialSupport	futurePlan	
expWriters	APH	
learningFromExp	informalVenue	
afterGainingSupp	localVenue	
approSupport	sharedVenue	
lackOfConfidence	equalOpps	
lackOfKnowledge	Warr	
gainedSomeExp	workingDay	
finacialSupport	timeOfMeeting	
directionalSupport	inconvenientTime	
moreTime (in vivo)	sharingInfo (in vivo)	
writtenSupport	researchSupport	
addedValue	basicSupport	
mentorSupport	peerSupport	

## Appendix 12: Questionnaire Microanalysis Code Breakdown

(Qualitative Responses)

Convenience of Location	
1	Chester (invivo)
2	travelTime
3	openLocality
4	nonWorkplace
5	interruption
6	rotateVenue
7	parking (in vivo)
8	nearHome
9	LGH
10	centralLocality
11	familiarLocality
12	encourageAttendance
13	electronicComms
14	travelDistance
15	notChester
16	convenience
17	multiSited
18	baseSite
19	collegeVenue
20	APH
21	informalVenue
22	localVenue
23	sharedVenue
24	Warr
25	outOfHours
26	lunchTime
27	timeOfMeeting
28	inconvenientTime

Personal Support	
1	improveSelfKnow
2	improveSelfSkill
3	applicationForFunds
4	mainatiningMotivation
5	learningFromExp
6	moraleSupport (in vivo)
7	motivationalSupport
8	supportingPeers
9	personalSupport
10	specificSupport

Experience	
1	writingForPub
2	activeGroup (in vivo)
3	expWriters
4	learningFromExp
5	afterGainingSupp
6	gainedSomeExp
7	lackOfExp
8	previousExp
9	previousAdvice
10	startingPoint
11	sharedVenue
12	equalOpps
13	noEncourRequired
14	dessiminateKnow
15	completedResearch
16	dessiminateResearch
17	resubPub
18	needForExp
19	positiveExp
20	deskilled
21	deadlineMotivate
22	disseminateSupport

Support	
1	protectedTime
2	encourageAttendance
3	counterProductive (in vivo)
4	improveSelfKnow
5	improveSelfSkill
6	activeGroup (in vivo)
7	practical
8	applicationForFunds
9	mainatiningMotivation
10	journalSelection
11	initialSupport
12	expWriters
13	learningFromExp
14	afterGainingSupp
15	approSupport
16	finacialSupport
17	directionalSupport
18	topicSelection
19	formalSupport
20	formativeAssessment
21	uncertianProcess
22	previousAdvice
23	ideaSupport
24	academicSupport
25	startingPoint
26	academicReview
27	collabSupport
28	proofReading (in vivo)
29	gainConfidence
30	gainSelfEsteem
31	peerReview (in vivo)
32	employerSupport
33	specificSupport
34	groupSupport
35	recipricalSupport
36	supportingPeers
37	sharingIdeas
38	editorialSupport
39	moraleSupport (in vivo)
40	sharingInfo (in vivo)
41	researchSupport
42	basicSupport
43	peerSupport
44	generalSupport
45	writtenSupport
46	mentorSupport
47	disseminateSupport

Support Focus	
1	encourageAttendance
2	electronicComms
3	counterProductive (in vivo)
4	convenience
5	improveSelfKnow
6	improveSelfSkill
7	activeGroup (in vivo)
8	practical
9	applicationForFunds
10	mainatiningMotivation
11	initialSupport
12	expWriters
13	learningFromExp
14	afterGainingSupp
15	approSupport
16	gainedSomeExp
17	finacialSupport
18	lackOfExp
19	previousExp
20	uncertianProcess
21	previousAdvice
22	collabSupport
23	percievedImpact
24	ambition
25	gainConfidence
26	gainSelfEsteem
27	peerReview (in vivo)
28	multiSited
29	equalOpps
30	dessiminateKnow
31	dessiminateKnow
32	collabProject
33	willingToHelp
34	recipricalSupport
35	supportingPeers
36	sharingIdeas
37	rewardGained
38	personalSupport
39	editorialSupport
40	moraleSupport (in vivo)
41	peerSupport
42	addedValue
43	openToDiscuss
44	beingMotivated
45	disseminateKnow

Experience in Writing for Publication	
1	writingForPub
2	expWriters
3	learningFromExp
4	gainedSomeExp
5	lackOfExp
6	previousExp
7	previousAdvice
8	journalWriting
9	conferenceWriting
10	collabProject
11	programmeOfStudy
12	researchWriting
12	chapterWriting
13	reportWriting (in vivo)
14	writingStyle (in vivo)
15	completedResearch
16	resubPub

Workload	
1	travelTime
2	protectedTime
3	interruption
4	noTime
5	workLoad (in vivo)
6	currentStudies
7	outOfHours
8	workCommitment
9	moreTime (in vivo)
10	employerSupport
11	researchWriting
12	chapterWriting
13	reportWriting (in vivo)
14	workLoadPressure
15	timeManagement
16	constrainedTime
17	timeOfMeeting
18	inconvenientTime
19	peerSupport
20	openToDiscuss
21	adjustmentTime
22	journalWriting
23	conferenceWriting
24	collabProject

Targets	
1	currentStudies
2	readiness
3	improveSelfKnow
4	improveSelfSkill
5	writingForPub
6	gainedSomeExp
7	ambition
8	gainConfidence
9	gainSelfEsteem
10	programmeOfStudy
11	programmeEnd
12	researchWriting
13	completedResearch
14	dessiminateResearch
15	resubPub
16	target
17	journalWriting
18	conferenceWriting
19	collabProject
20	dessiminateKnow
21	longTermObj
22	deadlineMotivate
23	futurePlan
24	chapterWriting

Research	
1	dessiminateKnow
2	completedResearch
3	dessiminateResearch
4	programmeOfStudy
5	researchWriting
6	researchSupport

Writing Involvement	
1	readiness
2	writingForPub
3	initialSupport
4	afterGainingSupp
5	lackOfConfidence
6	lackOfKnowledge
7	gainedSomeExp
8	lackOfExp
9	uncertainProcess
10	previousAdvice
11	ideaSupport
12	startingPoint
13	collabSupport
14	percievedImpact
15	motivationalSupport
16	gainConfidence
17	gainSelfEsteem
18	peerReview (in vivo)
19	chapterWriting
20	reportWriting (in vivo)
21	writingStyle (in vivo)
22	notReady
23	longTermObj
24	noEncourRequired
25	dessiminateKnow
26	groupSupport
27	completedResearch
28	dessiminateResearch
29	resubPub
30	target
31	journalWriting
32	conferenceWriting
33	collabProject
34	needForExp
35	deskilled
36	willingToHelp
37	recipricalSupport
38	supportingPeers
39	sharingIdeas
40	rewardGained
41	sharingInfo (in vivo)
42	disseminateSupport
43	disseminateKnow
44	researchWriting

Self Development	
1	encourageAttendance
2	readiness
3	improveSelfKnow
4	improveSelfSkill
5	mainatiningMotivation
6	initialSupport
7	learningFromExp
8	afterGainingSupp
9	lackOfConfidence
10	lackOfKnowledge
11	gainedSomeExp
12	directionalSupport
13	writtenSupport
14	longTermObj
15	personalSupport
16	specificSupport
17	limitedSkills
18	employerSupport
19	peerReview
20	ambition
21	gainConfidence
22	gainSelfEsteem
23	noEncourRequired
24	notReady
25	editorialSupport
26	rewardGained
27	recipricalSupport
28	equalOpps
29	programmeOfStudy
30	programmeEnd
31	writingStyle (in vivo)
32	mentorSupport
33	dessiminateKnow
34	disseminateSupport
35	lackOfExp
36	previousExp
37	formalSupport
38	formativeAssessment
39	uncertainProcess
40	previousAdvice
41	academicSupport
42	academicReview
43	motivationalSupport
44	completedResearch
45	dessiminateResearch
46	resubPub
47	needForExp
48	deskilled

Factors Influencing Self Belief	
1	lackOfConfidence
2	lackOfKnowledge
3	gainConfidence
4	gainSelfEsteem
5	lackOfExp
6	uncertianProcess
7	limitedSkills
8	readiness
9	improveSelfKnow
10	improveSelfSkill
11	gainedSomeExp
12	writingStyle (in vivo)
13	notReady

Managing Time	
1	travelTime
2	protectedTime
3	noTime
4	outOfHours
5	convenience
6	timeManagement
7	constrainedTime
8	lunchTime
9	adjustmentTime
10	deadlineMotivate
11	workingDay
12	timeOfMeeting
13	inconvenientTime
14	moreTime (in vivo)

Employer Obligations	
1	protectedTime
2	encourageAttendance
3	workLoad (in vivo)
4	workCommitment
5	applicationForFunds
6	finacialSupport
7	moreTime (in vivo)
8	percievedImpact
9	employerSupport
10	workLoadPressure
11	timeManagement
12	equalOpps
13	workingDay
14	rewardGained
15	target

Insecurity	
1	protectedTime
2	interruption
3	confusion (in vivo)
4	readiness
5	improveSelfKnow
6	improveSelfSkill
7	mainatiningMotivation
8	initialSupport
9	afterGainingSupp
10	approSupport
11	lackOfConfidence
12	lackOfKnowledge
13	gainedSomeExp
14	directionalSupport
15	moraleSupport (in vivo)
16	mentorSupport
17	uncertianProcess
18	lackOfExp
19	ideaSupport
20	startingPoint
21	collabSupport
22	motivationalSupport
23	gainConfidence
24	gainSelfEsteem
25	employerSupport
26	writingStyle (in vivo)

## **Appendix 13: Questionnaire Axial Analysis**

### **Relationships between Category Types by Frequency of Shared Data Codes**

#### **Abbreviation Key:**

- Exper = Experience;
- MT = Managing Time;
- Res = Research;
- Supp = Support;
- PS = Personal Support;
- COL = Convenience of Location;
- Ins = Insecurity; WL = Workload;
- SD= Self-development;
- SF = Support Focus;
- EiWfP = Experience in Writing for Publication;
- E.Ob's = Employer Obligations;
- WI = Writing Involvement;
- FISB = Factors Influencing Self Belief

Chart to show the Relationship of the Category  
'Research' to all other Data Categories by  
Frequency of Shared Data Codes

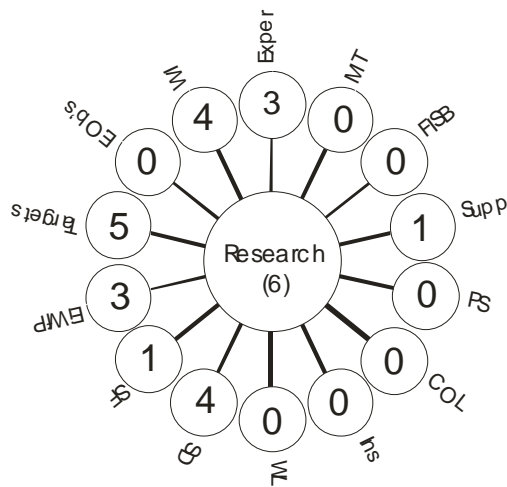


Chart to show the Relationship of the Category  
'Support' to all other Data Categories by  
Frequency of Shared Data Codes

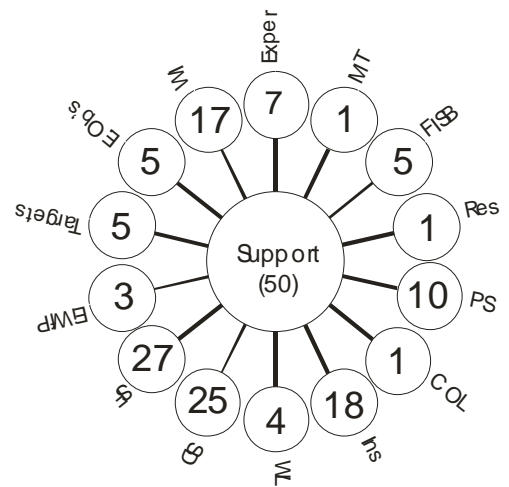


Chart to show the Relationship of the Category  
'Workload' to all other Data Categories by  
Frequency of Shared Data Codes

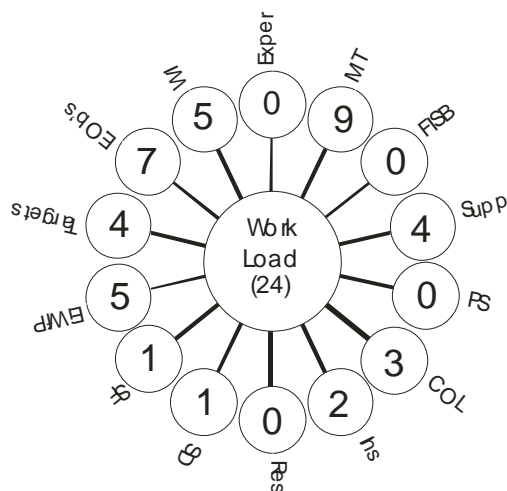


Chart to show the Relationship of the Category  
'Personal Support' to all other Data Categories by  
Frequency of Shared Data Codes

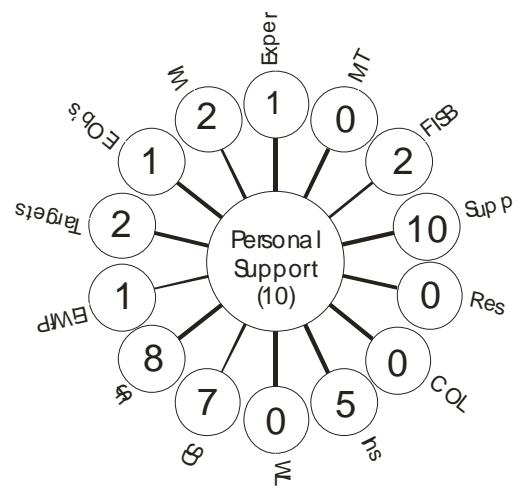


Chart to show the Relationship of the Category  
'Factors Influencing Self-belief' to all other Data Categories by  
Frequency of Shared Data Codes

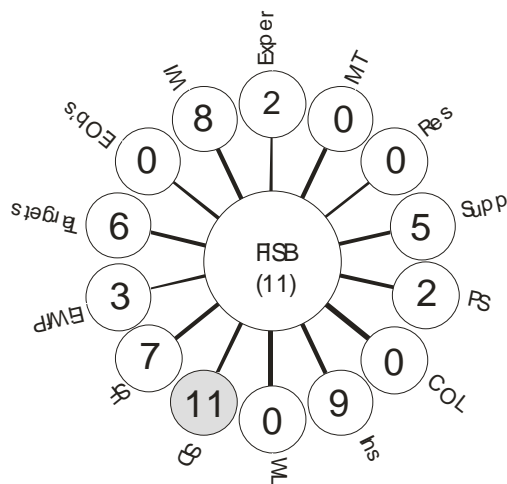


Chart to show the Relationship of the Category  
'Managing Time' to all other Data Categories by  
Frequency of Shared Data Codes

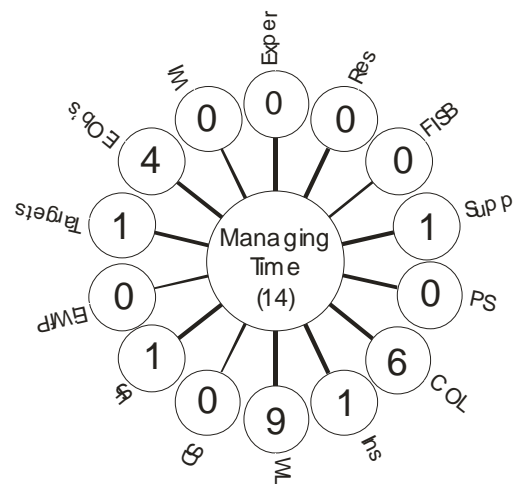




Chart to show the Relationship of the Category 'Experience in Writing for Publication' to all other Data Categories by Frequency of Shared Data Codes

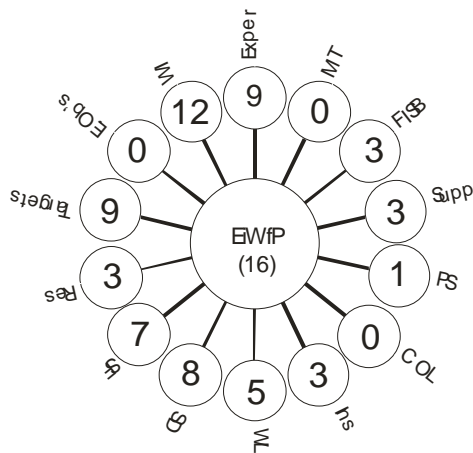


Chart to show the Relationship of the Category 'Experience' to all other Data Categories by Frequency of Shared Data Codes

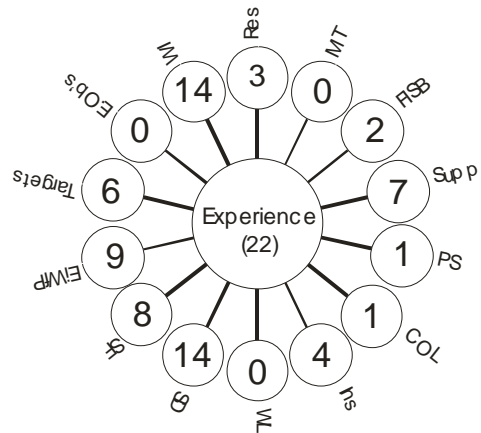


Chart to show the Relationship of the Category 'Insecurity' to all other Data Categories by Frequency of Shared Data Codes

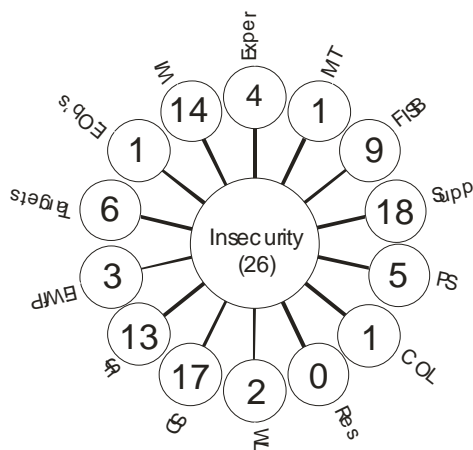


Chart to show the Relationship of the Category 'Convenience of Location' to all other Data Categories by Frequency of Shared Data Codes

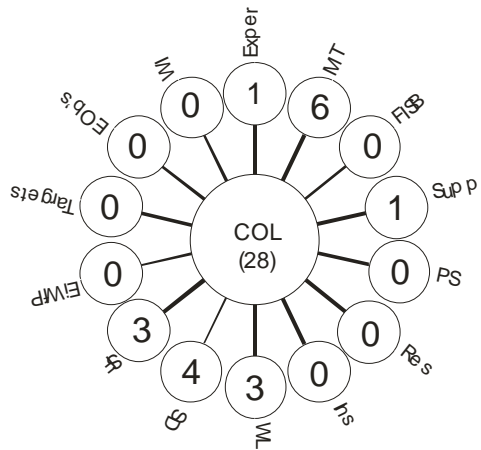


Chart to show the Relationship of the Category 'Employer Obligations' to all other Data Categories by Frequency of Shared Data Codes

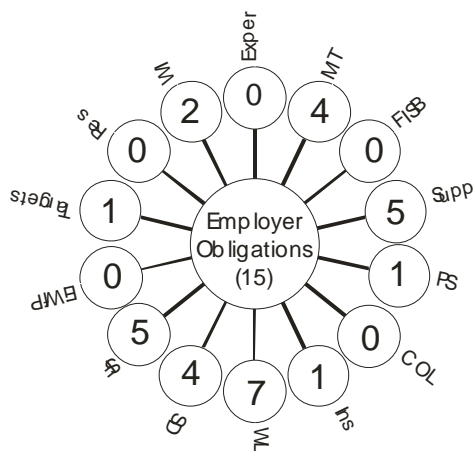


Chart to show the Relationship of the Category 'Targets' to all other Data Categories by Frequency of Shared Data Codes

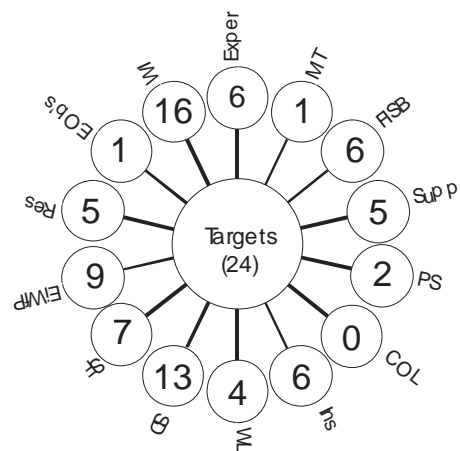


Chart to show the Relationship of the Category  
'Self Development' to all other Data Categories by  
Frequency of Shared Data Codes

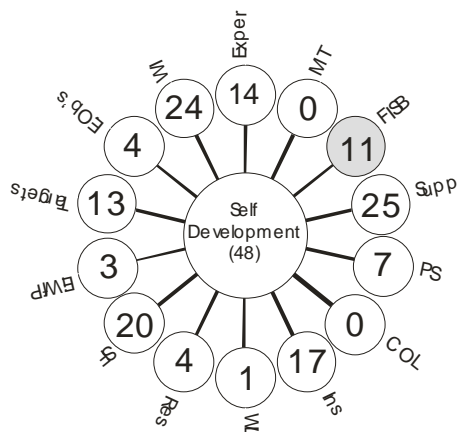


Chart to show the Relationship of the Category  
'Support Focus' to all other Data Categories by  
Frequency of Shared Data Codes

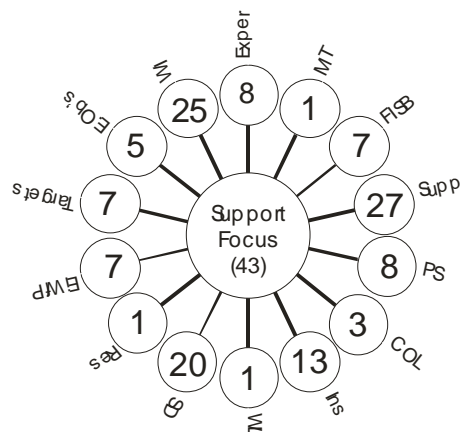


Chart to show the Relationship of the Category  
'Writing Involvement' to all other Data Categories by  
Frequency of Shared Data Codes

